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ABSTRACT

Developed by classroom teachers, instructional supervisors, school administrators, and personnel from institutions of higher education, this course of study guide outlines the language arts skills and concepts to be taught at each grade level (K-12) in Alabama schools. It is intended as a content outline to be used in planning the language arts curriculum. Following an introduction, a listing of selected characteristics of an effective language arts program, and a short list of language arts goals K-12, the guide deals with elementary and secondary programs in language arts (grade by grade), listing goals, objectives, and skills to be taught for listening, speaking, reading, and writing. Appendixes contain information on advanced placement courses in English; language arts for the exceptional student and for the gifted and talented; career education in the language arts program; instruction in ethics, moral values, and citizenship in the language arts; evaluating writing; time requirements for subject areas; and student habits, homework, and student responsibilities. Appended also are a glossary of terms, the Dolch word list, Wilson's essential vocabulary, a basic competency education spelling list, and a list of resources. (SR)

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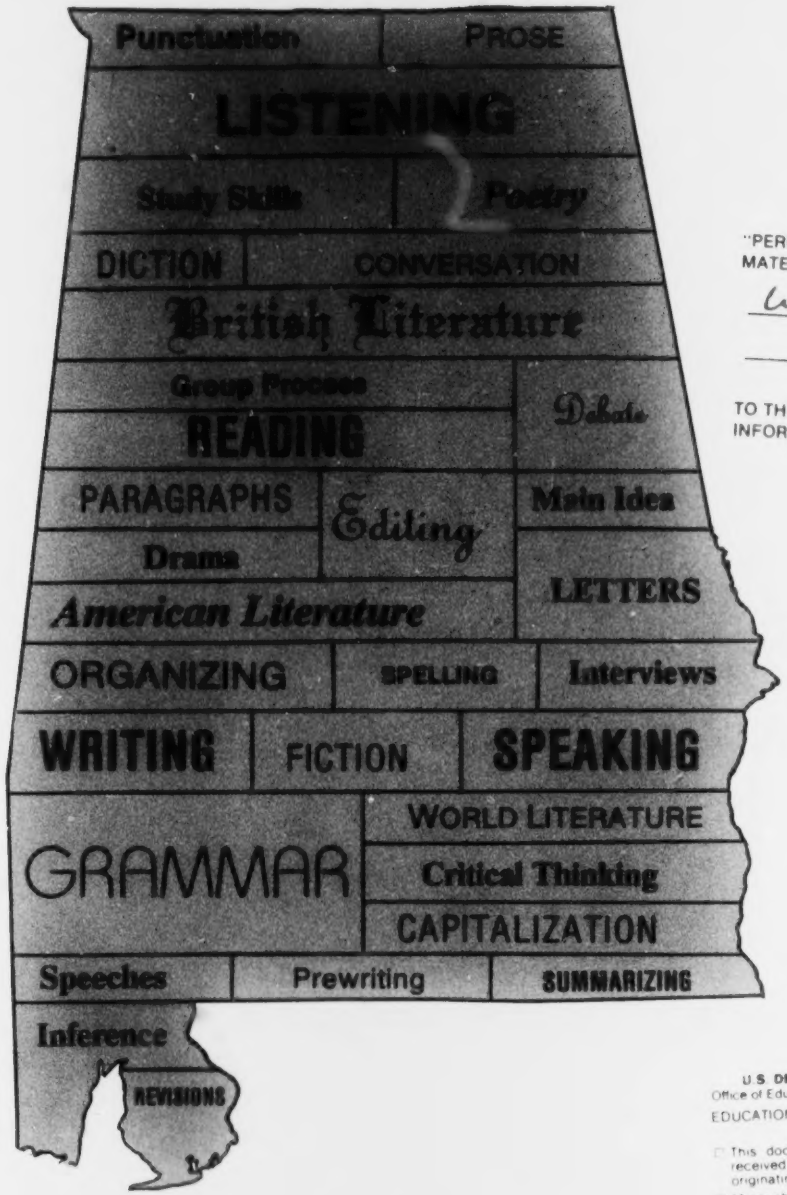
Alabama Course of Study

—*LANGUAGE ARTS*—



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Wayne Teague
State Superintendent of Education
Alabama State Department of Education

Bulletin 1987, No. 57

Alabama Course of Study

—LANGUAGE ARTS—

K-12

Wayne Teague
State Superintendent of Education
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PREFACE

Language arts includes four aspects of communication: listening, speaking, reading, and writing. The Alabama Course of Study: Language Arts is an outline of the skills and concepts that are to be taught at each grade level.

The development of this course of study is required by law (Act No. 221, Special Session 1965) and has been approved by the State Board of Education. It is a content outline to be used in planning the language arts curriculum. Teachers are encouraged to go beyond these skills and concepts in order to help all students achieve their maximum potential for learning.

INTRODUCTION

The study of language arts is the basic foundation of learning; therefore, listening, speaking, reading, and writing skills should be introduced, developed, and reinforced in grades K-12. Language study is, by necessity, a recursive process; that is, recurring learning activities appear at the various grade levels. Such activities should differ more in sophistication and complexity than in kind. For this reason, a reader of this Language Arts Course of Study will see skills and concepts repeated and references made to review of previous concepts.

The language arts are interrelated, and any attempt to isolate them is artificial. They are outlined separately here for the purpose of convenience. By the same token, it is virtually impossible to differentiate and sequence by grade level the interwoven skills which make for competence in the language arts. For this reason, local education agencies must adapt the skills sequences listed in this document to meet the unique needs of their students.

SELECTED CHARACTERISTICS OF AN EFFECTIVE LANGUAGE ARTS PROGRAM

An effective language arts program provides for:

- Instruction by teachers with interest and expertise in language arts.
- Active support by administrators.
- Varied and relevant experiences in the areas of listening, speaking, reading, and writing.
- Development of thinking skills through listening, speaking, reading, and writing activities.
- Application of current research and theory.
- A curriculum guide that has an adequate and appropriate scope and sequence of language skills and concepts.
- Activities which encourage students to develop appreciation of language and literature.
- Practice and application of communication skills in all curricular areas.
- Use of stimulating and challenging materials that are multilevel, multisensory, and multicultural.
- Recognition and appreciation of various dialects while requiring proficiency in Standard English.
- Remediation through a planned program with materials and methods different from those used in original instruction.
- Advanced instruction for students with advanced abilities.
- Instruction based on assessed individual and group strengths and weaknesses.
- Effective professional development programs.
- Correlation of special programs such as Chapter I with regular programs.
- Cooperative planning between teachers and library media specialists.
- Instruction in effective listening skills.
- Development and use of appropriate oral language skills.
- Practice and application of good communication skills in students' personal use of language.
- Encouragement of reading for pleasure and for information.

- Instruction in written expression at all levels.
- Emphasis on clarity, neatness, and legibility using accepted conventions and mechanisms.
- Opportunities to write for various purposes and audiences.
- A literate environment.*
- Incorporation of language arts skills in all subject areas.

*See Glossary.

LANGUAGE ARTS GOALS
K-12

Through listening

- To gain information from oral communication, to understand its implications, to summarize it for one's own uses, and to communicate it to others orally or in writing.

Through speaking

- To demonstrate competency in language by using it appropriately in a variety of situations, contexts, and places.

- To express one's point of view on issues of personal importance.

Through reading

- To gain information from a wide variety of written material, to respond to it critically, and to use it for practical and aesthetic purposes.

- To communicate orally and in writing about what has been read.

- To acquire the ability to learn independently through reading.

- To develop the ability to interpret nonverbal symbol systems (e.g., maps, graphs, charts, road signs, and advertising images).

Through writing

- To develop proficiency in the process of composition which includes prewriting, writing, and revising.

- To write for a variety of purposes and audiences.

- To use writing as a tool of learning and self-discovery.

- To use the conventions of Standard English.

KINDERGARTEN

Kindergarten introduces the young learner to the world of school and provides the attitudinal and academic foundation for all subsequent learning. Therefore, it is essential that the kindergarten curriculum provide a sound language arts program which emphasizes language as a form of communication, as a form of self-expression, and as a tool for thinking and developing independence.

A good kindergarten language arts program is developed around a few basic principles. First, all language experiences at school should build upon students' existing knowledge and use of language. The teacher should understand and model respect for these previous experiences and should recognize that students have unique backgrounds and cultures. Second, the program should present language in a real and natural way. It should emphasize purposeful and meaningful language activities so that students will realize the utility and function of language in society. Third, students should have some choice and ownership in the use of language so that they may achieve a sense of control over their own listening, speaking, reading, and writing and increase their ability to use language.

Language flourishes in a literate environment. The classroom must have books, magazines, newspapers, signs, labels, posters, charts, and other printed materials. Students need to be surrounded by print and encouraged to take risks in using language to construct meaning. There should be a wide variety of materials available enabling children to be actively involved in language experiences which are stimulating, challenging, and nonthreatening.

Teachers play an important role and must provide the environment and experiences that integrate all four aspects of language arts: listening, speaking, reading, and writing. Further, teachers must present a model for

students by using appropriate language, by listening and responding to students, and by participating in the classroom reading and writing activities.

The course outline on the following pages lists the goals of the kindergarten language arts program along with the objectives and skills to be taught.

LISTENING SKILLS

GRADE: KINDERGARTEN

GOAL: Students will develop listening skills.

Instructional Objectives	Skills To Be Taught
Students will	
develop the ability to listen discriminately.	Listening Discrimination 1. Make gross distinctions among familiar sounds. 2. Identify voices of peers and others. 3. Respond to rhythms. 4. Recognize similarities and differences in initial and final sounds of words. 5. Hear rhyming elements in words. 6. Match tones. 7. Begin to make fine distinctions among familiar sounds.
develop the ability to listen for specific information.	Listening for Specific Information 1. Follow simple oral directions. 2. Take part in conversations with peers. 3. Take part in a discussion. 4. Respond to simple verbal statements and questions. 5. Select or note significant details in a story. 6. Repeat in sequence names of letters or numbers read by teacher. 7. Retell a simple story read by teacher and include a beginning, middle, and ending.
develop the ability to analyze what is heard.	Critical Listening 1. Distinguish between real and imaginary events. 2. Interpret the feelings of story characters. 3. Predict and make hypotheses about what is heard. 4. Make inferences about what is heard. 5. Draw conclusions based on what is heard.

LISTENING SKILLS

GRADE: KINDERGARTEN
(continued)

GOAL: Students will develop listening skills.

Instructional Objectives	Skills To Be Taught
Students will develop the ability to listen appreciatively and exhibit proper social amenities.	Listening Appreciation 1. Show consideration for the speaker 2. Show consideration for other listeners. 3. Respond to music, stories, and poetry for enjoyment. 4. Respond emotionally, sensing the feeling of the speaker or story character.

SPEAKING SKILLS

GRADE: KINDERGARTEN

GOAL: Students will develop speaking skills.

Instructional Objectives	Skills To Be Taught
Students will	
develop the ability to plan and organize thoughts in order to communicate with others.	Planning and Organizing 1. Express ideas to others. 2. Participate in conversations with peers and others. 3. Express opinions and viewpoints. 4. Relay a message. 5. Develop concepts about daily experiences. 6. Order events when telling ideas or creating a story. 7. Build and extend oral vocabulary.
develop the ability to use language in order to communicate effectively with others.	Usage and Grammar 1. Use complete sentences. 2. Use an adequate speaking vocabulary to convey ideas. 3. Dictate stories to teacher. 4. Begin to use pronouns correctly.
develop control of their speech.	Delivery 1. Speak effectively and distinctly. 2. Use different pitches, volumes, tones, and tempos when speaking. 3. Give personal information effectively and distinctly.
exhibit proper social amenities.	Social Amenities 1. Use polite language when talking with peers and others.

READING SKILLS

GRADE: KINDERGARTEN

GOAL: Students will develop reading skills.

Instructional Objectives	Skills To Be Taught
Students will	
develop the ability to make auditory discriminations.	Auditory Discriminations 1. Make gross distinctions among familiar sounds. 2. Identify voices of peers and others. 3. Respond to rhythms. 4. Recognize similarities and differences in initial and final sounds of words. 5. Hear rhyming elements in words. 6. Match tones. 7. Begin to make fine distinctions among familiar words.
develop the ability to make visual discriminations.	Visual Discriminations 1. Distinguish gross differences in objects and pictures. 2. Assemble simple puzzles. 3. Distinguish likenesses and differences in colors. 4. Distinguish likenesses and differences in shapes. 5. Match like letters. 6. Distinguish likenesses and differences in letters. 7. Distinguish likenesses and differences in numbers. 8. Match like words. 9. Distinguish likenesses and differences in simple words. 10. Distinguish fine differences in objects and pictures.
begin to establish a relationship between printed symbols and objects and spoken words.	Knowledge of Print 1. Identify words by pictures. 2. Label pictures using conventional letters*. 3. Identify initial consonant sound/symbol correspondences.
develop a knowledge of the alphabet.	4. Use letters when asked to write something. 5. Know the letters in their names. 6. Name the letters of the alphabet. 7. Match uppercase and lowercase letters.

*See Glossary.

READING SKILLS

GRADE: KINDERGARTEN
(continued)

GOAL: Students will develop reading skills.

Instructional Objectives	Skills To Be Taught
Students will	
develop an understanding of the spatial arrangement of print.	Knowledge of Print (continued) 8. Know the top and bottom of a page. 9. Follow a left-to-right sequence. 10. Return to the next line when following the left-to-right sequence.
recognize words in daily life activities.	Word Recognition 1. Recognize own name in print. 2. Recognize the names of two or three friends. 3. Recognize danger and safety signs. 4. Recognize environmental print*.
recognize or identify a word.	5. Use context clues to predict words when being read a story. 6. Identify familiar words in the context of a story.
identify the meaning of words in conversation and in stories.	Word Meaning 1. Tell the meaning of words in an oral context. 2. Use story vocabulary when retelling stories. 3. Make predictions about stories read orally. 4. Make hypotheses and inferences concerning stories read orally. 5. Understand the meaning of danger and safety signs. 6. Understand the meaning of environmental print*.
understand specific information and gain meaning from a text read orally.	Literal Comprehension 1. Follow simple directions. 2. Classify concrete objects, pictures, and words. 3. Retell a simple story read by teacher and include a beginning, middle, and ending. 4. Identify significant details of a story (who, what, when, where, how). 5. Illustrate stories read by teacher. 6. Dramatize stories read by teacher.
	*See Glossary.

READING SKILLS

GRADE: KINDERGARTEN
(continued)

GOAL: Students will develop reading skills.

Instructional Objectives	Skills To Be Taught
Students will	
infer meaning from a text based on personal experiences.	Inferential Comprehension 1. Distinguish between real and imaginary events. 2. Relate story contents to personal experiences. 3. Make predictions concerning stories read orally. 4. Interpret and make inferences about stories read orally. 5. Draw conclusions about stories read orally.
develop study skills necessary for successful reading.	Study Skills 1. Follow simple oral directions. 2. Classify objects and ideas. 3. Know how to hold a book. 4. Know how to turn pages. 5. Identify the front and back of a book. 6. Move from the front to the back of a book. 7. Develop an awareness that printed materials are sources of information. 8. Begin to locate needed information within the classroom environment. 9. Develop an awareness of alphabetical order. 10. Begin to work independently on a task for periods of time. 11. Complete a task. 12. Become familiar with the library.
develop an interest in reading for personal information and pleasure.	Reading Appreciation 1. Listen and react to stories read aloud. 2. Choose to illustrate stories read by teacher. 3. Choose to dramatize stories read by teacher. 4. Show proper care for books. 5. Select books for personal reading. 6. Engage in daily independent reading from self-selected books. 7. Indicate favorite parts of a book or story. 8. Share information gained from books or stories.

WRITING SKILLS

GRADE: KINDERGARTEN

GOAL: Students will develop writing skills.

Instructional Objectives	Skills To Be Taught
Students will	
develop enabling skills for handwriting.	Handwriting 1. Work with puzzles, pegboards, clay and other manipulatives. 2. Draw or trace various shapes and designs. 3. Draw and paint with various mediums. 4. Participate in cutting and pasting activities. 5. Hold pencil or tool for writing in a position that aids the technique of handwriting.
develop physical and spatial handwriting techniques that aid written communication.	6. Recognize size, shape, and spatial relationships related to print. 7. Begin to establish the pattern of going from left to right.
use handwriting skills in order to communicate effectively through written language.	8. Form uppercase and lowercase letters of the alphabet. 9. Form numerals 1-10.
become aware of spelling and its importance in writing.	Spelling 1. Know the letters of the alphabet. 2. Relate spoken language to printed symbols. 3. Make observations that words are composed of different letters. 4. Begin to construct words through the use of invented spellings*.
understand that writing is speech written down and is a form of creative expression.	Planning/Organizing/Composing 1. Relate experiences to others. 2. Discuss ideas for writing. 3. Create original ideas. 4. Build and extend ideas. 5. Express ideas in simple sentences dictated to the teacher. 6. Compose a story through drawing. 7. Compose a story through dictation to the teacher.
	*See Glossary.

WRITING SKILLS

GRADE: KINDERGARTEN
(continued)

GOAL: Students will develop writing skills.

Instructional Objectives	Skills To Be Taught
Students will	
understand that writing is speech written down and is a form of creative expression. (continued)	Planning/Organizing/Composing (continued) 8. Express feelings and emotions through dictated writings. 9. Label pictures using conventional letters*. 10. Express original ideas through dictation to teacher or through the use of invented spellings*. 11. Compose stories using invented spellings*. 12. Begin to dictate writings which follow an order of events. 13. Build and extend vocabulary through discussion.
understand writing has a purpose and can be shared with others.	14. Communicate with others through written language dictated to teacher. 15. Record classroom activities and events through written language dictated to teacher.

*See Glossary.

FIRST GRADE

The course of study for first grade includes a repetition of the objectives and skills in the kindergarten section. The purpose is two-fold. First, not all students who enter first grade have completed a year in a kindergarten program of studies. Secondly, due to the varying developmental rates of young children, many kindergarten objectives should be extended to first graders.

The program of studies for first grade assumes that a good foundation in listening and speaking helps children make the transition to written language. Children should be instructed in an environment that provides for frequent modeling of the functional use of language. They should be given many opportunities to explore language on their own so that they may gain independence in internalizing the conventions of standard print.

The reader is encouraged to refer to the introductory material for the kindergarten section. The material therein is based on recent research findings which support the philosophy upon which the objectives and skills for the first grade course of study were developed.

The course outline on the following pages lists the goals of the first grade language arts program along with the objectives and skills to be taught.

LISTENING SKILLS

GRADE: 1

GOAL: Students will develop listening skills.

Instructional Objectives	Skills To Be Taught
Students will	
develop the ability to listen discriminately.	Listening Discrimination 1. Make gross distinctions among familiar sounds. 2. Identify voices of peers and others. 3. Respond to rhythms. 4. Recognize similarities and differences in initial and final sounds of words. 5. Hear rhyming elements in words. 6. Match tones. 7. Begin to make fine distinctions among familiar sounds. 8. Locate the sources of sounds. 9. Listen in order to produce sounds. 10. Become sensitive to rhyme and rhythm in poetry. 11. Recognize most differences in beginning, final, and medial consonant sounds. 12. Begin to recognize differences in vowel sounds.
develop the ability to listen for specific information.	Listening for Specific Information 1. Follow simple oral directions. 2. Take part in conversations with peers. 3. Take part in a discussion. 4. Respond to simple verbal statements and questions. 5. Select or note significant details in a story. 6. Repeat in sequence names or letters or numbers read by teacher. 7. Retell a simple story read by teacher and include a beginning, middle, and ending. 8. Exhibit comprehension of short discussions. 9. Recognize gross discrepancies in material presented orally. 10. Restate instructions. 11. Deduce meanings of unknown words.

LISTENING SKILLS

GRADE: 1
(continued)

GOAL: Students will develop listening skills.

Instructional Objectives	Skills To Be Taught
Students will	
develop the ability to analyze what is heard.	Critical Listening 1. Distinguish between real and imaginary events. 2. Interpret the feelings of story characters. 3. Predict and make hypotheses about what is heard. 4. Make inferences about what is heard. 5. Draw conclusions based on what is heard. 6. Recognize oral clues. 7. Derive meaning from intonation. 8. Form mental images while listening to poetry, prose, or music. 9. Follow sequential development of a story. 10. Remember order of events in correct sequence up to four steps. 11. Begin to determine the purpose of a speaker. 12. Raise pertinent questions in a discussion.
develop the ability to listen appreciatively and exhibit proper social amenities.	Listening Appreciation 1. Show consideration for the speaker. 2. Show consideration for other listeners. 3. Respond to music, stories, and poetry for enjoyment. 4. Respond emotionally, sensing the feeling of the speaker or story character. 5. Grow in awareness of the value and use of words. 6. Listen attentively to peers on a one-to-one basis. 7. Listen to peers in small groups. 8. Listen attentively when in a large group.

SPEAKING SKILLS

GRADE: 1

GOAL: Students will develop speaking skills.

Instructional Objectives	Skills To Be Taught
Students will	
develop the ability to plan and organize their thoughts in order to communicate with others.	Planning and Organizing 1. Express ideas to others. 2. Participate in conversations with peers and others. 3. Express opinions and viewpoints. 4. Relay a message. 5. Develop concepts about daily experiences. 6. Order events when telling ideas or creating a story. 7. Build and extend oral vocabulary. 8. Categorize objects and pictures and name the category. 9. Restate (in own words) information and directions heard. 10. Present information or directions effectively and sequentially. 11. Keep on the topic when speaking. 12. Justify a point of view. 13. State the main idea of an oral message. 14. Engage in group discussions to share ideas. 15. Present personal information effectively.
develop the ability to use language effectively with others.	Usage and Grammar 1. Use complete sentences. 2. Use an adequate speaking vocabulary to convey ideas. 3. Dictate stories to the teacher. 4. Answer questions and make statements in complete sentences. 5. Use pronouns correctly. 6. Tell a personal experience with at least three sentences. 7. Use descriptive words to enhance meaning. 8. Use singular and plural words correctly. 9. Use possessives correctly. 10. Use words in context appropriately.
develop the ability to use language effectively with others.	Delivery 1. Speak effectively and distinctly. 2. Emphasize meaning in conversations, discussions, and oral presentations by use of pauses, gestures, facial expressions, tone of voice, voice inflection, and rate of speech.

SPEAKING SKILLS

GRADE: 1
(continued)

GOAL: Students will develop speaking skills.

Instructional Objectives	Skills To Be Taught
Students will	
develop the ability to use language effectively with others. (continued)	Delivery (continued) 3. Speak loudly enough to be heard by listeners. 4. Regulate volume and tone of voice to the occasion. 5. Maintain eye contact with audience. 6. Read orally with proper expression, stress, and pauses implied by punctuation.
exhibit proper social amenities.	Social Amenities 1. Use polite language when talking with peers and others. 2. Make introductions. 3. Converse on the telephone. 4. Greet friends, elders, and groups. 5. Express gratitude and sympathy. 6. Show consideration for others by not monopolizing conversations and discussions.

READING SKILLS

GRADE: 1

GOAL: Students will develop reading skills.

Instructional Objectives	Skills To Be Taught
Students will	
develop the ability to make auditory discriminations.	Auditory Discrimination 1. Make gross distinctions among familiar sounds. 2. Identify voices of peers and others. 3. Respond to rhythms. 4. Recognize similarities and differences in initial and final sounds of words. 5. Hear rhyming elements in words. 6. Match tones. 7. Begin to make fine distinctions among familiar words. 8. Discriminate among words of varying lengths. 9. Recognize similarities and differences in vowel sounds. 10. Follow simple oral directions.
develop the ability to make visual discrimination.	Visual Discrimination 1. Distinguish among gross differences in objects and pictures. 2. Assemble simple puzzles. 3. Distinguish likenesses and differences in colors. 4. Distinguish likenesses and differences in shapes. 5. Match like letters. 6. Distinguish likenesses and differences in letters. 7. Distinguish likenesses and differences in numerals. 8. Match like words. 9. Distinguish likenesses and differences in simple words. 10. Distinguish fine differences in objects and pictures. 11. Distinguish likenesses and differences in directionality.

READING SKILLS

GRADE: 1
(continued)

GOAL: Students will develop reading skills.

Instructional Objectives	Skills To Be Taught
Students will	
begin to establish a relationship between printed symbols and objects and spoken words.	Knowledge of Print 1. Identify words by pictures. 2. Label pictures using conventional letters*. 3. Identify initial consonant sound/symbol correspondences.
develop a knowledge of the alphabet.	4. Use letters when asked to write something. 5. Know the letters in their names. 6. Name the letters of the alphabet. 7. Match uppercase and lowercase letters.
develop an understanding of the spatial arrangement of print.	8. Know the top and bottom of a page. 9. Follow a left-to-right sequence. 10. Return to the next line when following the left-to-right sequence.
recognize words in daily life activities.	Word Recognition 1. Recognize own name. 2. Recognize the names of two or three friends. 3. Recognize danger and safety signs. 4. Recognize environmental print*.
develop the ability to recognize or identify a word.	5. Use context clues to predict words when being read a story. 6. Identify familiar words in context of a story. 7. Match words with pictures. 8. Recognize the same word beginning with an uppercase or lowercase letter. 9. Recognize preprimer, primer, and first grade Dolch Basic Words**. 10. Use word clues such as configuration, visual patterns of rhyming words, picture clues, and context clues.
	*See Glossary. **See Appendix G.

READING SKILLS

GRADE: 1
(continued)

GOAL: Students will develop reading skills.

Instructional Objectives	Skills To Be Taught
Students will	
identify the meaning of words in conversation and in stories.	Word Meaning 1. Tell the meaning of words in an oral context. 2. Use story vocabulary when retelling stories. 3. Make predictions about stories read orally. 4. Make hypotheses and inferences concerning stories read orally. 5. Understand the meaning of danger and safety signs. 6. Understand the meaning of environmental print*. 7. Describe what is happening in a picture. 8. Listen to a story and supply a word to complete the story. 9. Use context clues.
develop the ability to use phonetic analysis to decode words.	Phonetic Analysis 1. Identify letters that stand for consonant sounds. 2. Recognize common word families (e.g., cat, hat, bat). 3. Identify sounds represented by two-letter consonant blends. 4. Identify sounds represented by consonant digraphs. 5. Substitute initial consonants to form new words with the same graphemic/phonemic base (e.g., can, tan).

*See Glossary.

READING SKILLS

GRADE: 1
(continued)

GOAL: Students will develop reading skills.

Instructional Objectives	Skills To Be Taught
Students will	
develop the ability to use structural analysis as a way to decode words.	Structural Analysis 1. Identify words that form a compound word. 2. Note endings such as s, ed, ing. 3. Identify contractions. 4. Recognize root words.
develop the ability to understand specific information and gain meaning from a text read or heard.	Literal Comprehension 1. Follow simple directions. 2. Classify concrete objects, pictures, and words. 3. Retell a simple story read by teacher and include a beginning, middle, and ending. 4. Begin to identify significant details of a story--who, what, when, where, how. 5. Illustrate stories. 6. Dramatize stories. 7. Identify the main idea in pictures, sentences, and short stories. 8. Distinguish between commands, questions, and statements. 9. Follow simple printed directions using basic vocabulary. 10. Understand the meaning of commonly used signs and symbols such as stop, exit, fire.
develop the ability to make inferences and critical judgements about material read or heard.	Inferential Comprehension 1. Distinguish between real and imaginary events and give justification. 2. Relate story contents to personal experiences. 3. Make predictions concerning stories. 4. Interpret and make inferences about stories. 5. Draw conclusions about stories. 6. Interpret emotional reactions and sense the mood of story characters. 7. Make justifications about "why" questions.

READING SKILLS

GRADE: 1
(continued)

GOAL: Students will develop reading skills.

Instructional Objectives	Skills To Be Taught
Students will	
develop study skills necessary for successful reading.	Study Skills 1. Follow simple oral directions. 2. Classify objects and ideas. 3. Know how to hold a book. 4. Know how to turn pages. 5. Identify the front and back of a book. 6. Move from front to back of a book. 7. Develop an awareness that printed materials are a source of information. 8. Begin to locate needed information within the classroom environment. 9. Develop an awareness of alphabetical order. 10. Begin to work independently on a task for periods of time. 11. Complete a simple task. 12. Become familiar with the library. 13. Identify names of alphabet letters. 14. Listen and follow a series of directions. 15. Use the table of contents to locate name and page number of a story. 16. Locate specific information in a story. 17. Use a picture dictionary. 18. Categorize objects, pictures, and words and name the category. 19. Interpret simple maps and picture graphs.
develop an interest in reading for personal information and pleasure.	Reading Appreciation 1. Listen and react to stories read aloud. 2. Choose to illustrate stories read by the teacher. 3. Choose to dramatize stories read by the teacher. 4. Show proper care for books. 5. Select books for personal reading. 6. Engage in daily independent reading from self-selected books. 7. Indicate favorite parts of a book or story. 8. Share information gained from books or stories.

WRITING SKILLS

GRADE: 1

GOAL: Students will develop writing skills.

Instructional Objectives	Skills To Be Taught
Students will	
develop enabling skills for handwriting.	Handwriting 1. Work with puzzles, pegboards, clay, and other manipulatives. 2. Draw or trace various shapes and designs. 3. Draw and paint with various mediums. 4. Participate in cutting and pasting activities. 5. Hold pencil or tool for writing in a position that aids the technique of handwriting. 6. Use an acceptable sitting position when writing.
develop physical and spatial handwriting techniques that aid written communication.	7. Recognize size, shape, and spatial relationships related to print. 8. Begin to establish the pattern of going from left to right. 9. Reproduce shape, design, letters, numbers, words, and sentences from copy. 10. Space and proportion letters within a word. 11. Space words on a page and within a sentence. 12. Use wide-lined manuscript paper.
develop an ability to use handwriting skills in order to communicate effectively through written language.	13. Form uppercase and lowercase letters of the alphabet. 14. Form numerals 1-10. 15. Name and reproduce from memory all uppercase and lowercase letters in manuscript. 16. Recognize and write full name from memory in manuscript.
develop an awareness of spelling and its importance in writing.	Spelling 1. Know the letters of the alphabet. 2. Relate spoken language to printed symbols. 3. Make observations that words are composed of different letters. 4. Begin to construct words through the use of invented spelling*. *See Glossary.

WRITING SKILLS

GRADE: 1
(continued)

GOAL: Students will develop writing skills.

Instructional Objectives	Skills To Be Taught
Students will	
develop an awareness of spelling and its importance in writing. (continued)	Spelling (continued) 5. Spell own name. 6. Spell words that follow common single syllable patterns. 7. Spell high frequency words that the student can read. 8. Use invented spelling* in free writing.
develop punctuation skills.	Punctuation/Capitalization 1. Use periods at the end of statements. 2. Use question marks at the end of questions.
develop capitalization skills.	3. Capitalize names of persons. 4. Capitalize the pronoun I. 5. Capitalize the initial letter of the first word in a sentence.
become aware that writing is speech written down and is a form of creative expression.	Planning/Organizing/Composing 1. Relate experiences to others. 2. Discuss ideas for writing. 3. Create original ideas. 4. Build and extend ideas. 5. Express ideas in simple sentences dictated to the teacher. 6. Compose a story through drawing. 7. Compose a story through dictation to the teacher. 8. Express feelings and emotions through dictated writings. 9. Label pictures using conventional letters*. 10. Express original ideas through dictation to teacher or through the use of invented spelling*. 11. Compose stories using invented spelling*. 12. Begin to dictate writings which follow an order of events. 13. Build and extend vocabulary through discussion. 14. Compose labels for pictures.

*See Glossary.

WRITING SKILLS

GRADE: 1
(continued)

GOAL: Students will develop writing skills.

Instructional Objectives	Skills To Be Taught
Students will	
become aware that writing is speech written down and is a form of creative expression. (continued)	Planning/Organizing/Composing (continued) 15. Compose simple sentences. 16. Engage in daily writing experiences using invented spelling*.
become aware that writing has a purpose and can be shared with others.	17. Communicate with others through written language dictated to teacher. 18. Record classroom activities and events through written language dictated to the teacher. 19. Engage in writing as an extension of class readings, discussions, and activities in all curriculum areas using invented spelling*.

*See Glossary.

SECOND GRADE

The second grade course of study for the language arts includes a repetition of objectives and skills covered in the kindergarten and first grade sections. Many students who enter second grade have not achieved all of the objectives and skills designated for mastery at those levels; therefore, these skills must be taught before making the transition to more complex skills. For many students entering second grade, these objectives and skills only need be reviewed. The objectives and skills for this section are designed so that most students will achieve them by the end of second grade.

A good foundation in listening and speaking are prerequisite to the development of the more complex thinking, reading, and writing skills. A goal of the second grade program is to provide a literate environment which facilitates language arts growth. The classroom should have a wide range of printed materials and resources which encourage students to engage actively in language experiences.

The teacher serves as a model for language and the language arts. The teacher's role also requires the integration and evaluation of the language arts skills. Learning experience must be assessed based on the goals and objectives of the program, as well as the child's developmental level.

To be successful throughout life, second grade students must have a good foundation in language arts. The following pages lists the goals, objectives, and skills to be taught in an effective second grade program.

LISTENING SKILLS

GRADE: 2

GOAL: Students will develop listening skills.

Instructional Objectives	Skills To Be Taught
Students will	
develop the ability to listen discriminately.	Listening Discrimination 1. Review and extend skills taught in earlier grades. 2. Recognize rhyming words. 3. Recognize differences in vowel sounds. 4. Recognize synonyms, antonyms, and homonyms. 5. Respond to rhyme and rhythm in poetry. 6. Follow detailed rhythmic patterns. 7. Predict meaning from sounds. 8. Recognize color and mood words. 9. Listen to short recordings.
develop the ability to listen for specific information.	Specific Information 1. Review and extend skills taught in earlier grades. 2. Deduce meanings of words. 3. Respond to simple verbal statements and questions. 4. Select and note specific details in a story. 5. Retell a story. 6. Restate instructions. 7. Listen to small group discussions and report main idea. 8. Select main idea from speech. 9. Recall details from dictated materials. 10. Select action words. 11. Determine meaning from context.
develop the ability to analyze what is heard.	Critical Listening 1. Review and extend skills taught in earlier grades. 2. Form mental images while listening to poetry, prose, or music. 3. Follow sequential development of a story. 4. Recognize oral clues. 5. Make predictions based on what is heard. 6. Remember order of events in correct sequence up to four steps. 7. Derive meaning from intonation.

LISTENING SKILLS

GRADE: 2
(continued)

GOAL: Students will develop listening skills.

Instructional Objectives	Skills To Be Taught
Students will	
develop the ability to analyze what is heard. (continued)	Critical Listening (continued) 8. Increase ability to make inferences. 9. Listen to, relate, compare, and apply information. 10. Begin to determine the purpose of a speaker. 11. Distinguish fact from fantasy. 12. Raise pertinent questions in a discussion. 13. Listen to know when a personal contribution is appropriate.
develop the ability to listen appreciatively and exhibit proper social amenities.	Listening Appreciation 1. Review and extend skills taught in earlier grades. 2. Appreciate beauty in language of poetry and prose. 3. Grow in awareness of the value and use of words. 4. Respond emotionally, sensing the feeling of the speaker or story character. 5. Listen attentively to peers on a one-to-one basis. 6. Listen to peers in small groups. 7. Listen attentively in a large group. 8. Listen and visualize images from music. 9. Identify sounds in the environment.

SPEAKING SKILLS

GRADE: 2

GOAL: Students will develop speaking skills.

Instructional Objectives	Skills To Be Taught
Students will	
develop the ability to organize their thoughts, ideas, and material for effective oral expression.	Planning and Organizing 1. Review and extend the development and concepts introduced earlier. 2. Answer questions and make statements in complete sentences. 3. Tell a personal experience. 4. Categorize objects and pictures and name the category. 5. Read and recite poetry in a group. 6. Read poetry and make individual recitations. 7. Share imaginative and real experiences with class. 8. Restate information heard in own words. 9. Present information effectively and sequentially. 10. Give appropriate directions. 11. Give vivid, accurate descriptions. 12. Keep to the topic when speaking. 13. Justify a point of view. 14. State the main idea of an oral message. 15. Summarize group discussions. 16. Ask questions. 17. Give personal information effectively (e.g., name, address, telephone number). 18. Read orally with proper expression, stress, and pauses implied by punctuation. 19. Answer questions. 20. Retell story events in sequence. 21. Express feelings through elaboration of point of view.
develop appropriate usage and grammar.	Usage and Grammar 1. Review and extend the development of appropriate usage and grammar. 2. Use complete sentences when speaking. 3. Use a varied vocabulary. 4. Use complete sentences to tell a story. 5. Use correct forms of nouns, verbs, adjectives, and pronouns. 6. Use descriptive words to enhance meaning.

SPEAKING SKILLS

GRADE: 2
(continued)

GOAL: Students will develop speaking skills.

Instructional Objectives	Skills To Be Taught
Students will	
develop appropriate usage and grammar. (continued)	Usage and Grammar (continued) 7. Use singular and plural words correctly. 8. Use possessives properly. 9. Use appropriate words to convey meaning.
develop the mechanics of effective oral language.	Delivery 1. Review and extend the development and concepts introduced in earlier grades. 2. Speak loudly enough to be heard by listeners. 3. Speak effectively and distinctly. 4. Regulate volume, pitch, and tone to the occasion. 5. Emphasize meaning in conversations, discussions, and oral presentations (gestures, facial expressions, rate of speech, and voice inflection). 6. Maintain eye contact with audience. 7. Develop increased confidence and poise in speaking.
develop proper social amenities.	Proper Social Amenities 1. Review and extend the development of skills and concepts introduced in earlier grades. 2. Use polite language with peers and adults in making introductions. 3. Converse on the telephone. 4. Greet friends, elders, and groups. 5. Learn to greet and depart from people respectfully. 6. Express gratitude and sympathy. 7. Adapt oral presentations to time limits and physical conditions. 8. Show consideration for others by not monopolizing conversation and discussion at an inappropriate time. 9. Participate in group discussions in a courteous manner.

READING SKILLS

GRADE: 2

GOAL: Students will develop reading skills.

Instructional Objectives	Skills To Be Taught
Students will	
review and extend the development of perceptive skills necessary for reading.	Auditory 1. Hear rhyming elements in words. 2. Recognize similarities in initial consonant sounds. 3. Discriminate among words of varying length, both orally and in print. 4. Recognize similarities in final consonant sounds. 5. Recognize similarities in vowel sounds. 6. Recognize similarities in blends, digraphs, diphthongs, and vowel combinations. 7. Follow oral directions. Visual 1. Distinguish likenesses and differences in colors, shapes, letters, numerals, directionality, and words. 2. Assemble puzzles. 3. Follow left-to-right sequence.
develop word recognition skills.	Word Recognition 1. Review and extend skills introduced in earlier grades. 2. Associate spoken words with printed words. 3. Identify words by using picture clues. 4. Identify printed words that are associated with a given picture. 5. Recognize words in daily life activities.* 6. Recognize basic sight vocabulary (e.g., Dolch). 7. Recognize words with uppercase and lowercase letters at the beginning. 8. Use word clues, such as configurations, visual patterns of rhyming words, and picture clues. 9. Use context to decode words.

*See Appendix G.

READING SKILLS

GRADE: 2
(continued)

GOAL: Students will develop reading skills.

Instructional Objectives	Skills To Be Taught
Students will	
use context as a means of word identification and meaning.	Word Meaning 1. Review and extend the development of skills introduced in earlier grades. 2. Tell what is happening in a picture. 3. Listen to a story about a picture and supply a word that makes sense in completing the story. 4. Tell the meaning of words in oral context. 5. Use context to decode unfamiliar words in print. 6. Recognize common meaning of spoken words encountered in various types of activities. 7. Build and extend vocabulary to understand and convey words and ideas. 8. Infer meaning of words with multiple meanings from context clues. 9. Use antonym, homonym, and synonym clues to get the meanings of unfamiliar words. 10. Use picture dictionary. 11. Recognize the meanings of words encountered in mathematics, science, social science, and the arts.
use phonetic analysis to decode words.	Phonetic Analysis 1. Identify consonant sounds heard in initial, final, and medial positions. 2. Learn sounds of initial two-letter consonant blends and digraphs. 3. Identify and learn sounds of diphthongs (e.g., ew, oa, ea, aw, ai, ow). 4. Identify short and long vowel sounds in words. 5. Identify three-letter blends in words. 6. Identify variant spellings of consonant sounds (e.g., c/k-s, g/g-j, f/f-ph, s/s-z). 7. Identify r-controlled vowels. 8. Identify the schwa sound. 9. Recognize that in the initial position y represents a consonant sound; in other positions, a vowel sound.

READING SKILLS

GRADE: 2
(continued)

GOAL: Students will develop reading skills.

Instructional Objectives	Skills To Be Taught
Students will	
use structural analysis as a way to decode words.	Structural Analysis 1. Review and extend the development of skills and concepts introduced in the earlier grades. 2. Recognize suffixes such as ing, ly, est, es, ies, ness, er, ful, etc. 3. Recognize compound words. 4. Recognize common word families: end, ank, ind, ock, old, ight, ear, ound, ack, ake, eat, own, ump, etc. 5. Recognize basic prefixes such as re, un, a, etc. 6. Recognize contractions. 7. Begin to use simple syllabication rules.
develop study skills necessary for successful reading.	Study Skills 1. Review and extend skills and concepts introduced in earlier grades. 2. Know the letters of the alphabet in sequence. 3. List words in alphabetical order using the first and second letters. 4. Listen and follow a series of directions. 5. Use table of contents, index, and glossary. 6. Locate specific information in a story. 7. Use picture and beginning dictionaries. 8. Categorize objects, pictures, and words and name the category. 9. Identify locations on a map using directional aids. 10. Use a key and interpret symbols to read a map.

READING SKILLS

GRADE: 2
(continued)

GOAL: Students will develop reading skills.

Instructional Objectives	Skills To Be Taught
Students will	
develop an understanding of literal comprehension skills to gain specific information from material read or heard.	Literal Comprehension 1. Review and extend the development of skills introduced in earlier grades. 2. Relate details of a story read (or told) in answer to who, what, where, and how questions. 3. Identify main idea in pictures, sentences, and short stories. 4. Follow printed and oral directions using basic vocabulary. 5. Recall and comprehend details from teacher dictated material. 6. Distinguish among commands, questions, and statements. 7. Retell in proper sequence a story heard or read. 8. Understand the meaning of commonly used signs and symbols such as stop, exit, fire, etc. 9. Recognize character traits. 10. Recognize cause and effect relationships. 11. Demonstrate comprehension of explicitly stated meanings and details in short reading passages.
develop the ability to make inferences and critical judgements about what is read.	Inferential Comprehension 1. Review and extend the development of skills and concepts introduced in earlier grades. 2. Interpret pictures and make inferences about stories read orally and silently. 3. Relate story content to own experiences. 4. Develop ability to predict outcomes. 5. Distinguish between real and imaginary events. 6. Develop ability to arrive at generalizations and logical conclusions from given facts. 7. Make character judgements from stories read. 8. Identify character traits and interpret character feelings. 9. Recognize cause and effect relationships.

READING SKILLS

GRADE: 2
(continued)

GOAL: Students will develop reading skills.

Instructional Objectives	Skills To Be Taught
Students will develop an appreciation of reading for personal information or pleasure.	Appreciation/Social Amenities 1. Review and extend the development of skills and concepts introduced in earlier grades. 2. Show proper care of books. 3. Listen and react to stories read aloud. 4. Indicate favorite parts of a book or story read. 5. Share information gained from reading. 6. Select books for personal reading. 7. Engage in independent reading for daily pleasure from self-selected books. 8. Dramatize and illustrate stories read.

WRITING SKILLS

GRADE: 2

GOAL: Students will develop writing skills.

Instructional Objectives	Skills To Be Taught
Students will	
plan and organize when writing.	Planning/Organizing 1. Review planning and organization skills taught in earlier grades. 2. Write simple and compound sentences. 3. Organize sentences in a meaningful order. 4. Use chronological order. 5. Organize ideas in a meaningful order. 6. Label pictures using words or phrases. 7. Use informal outline to organize writing.
develop composing skills.	Composing 1. Review composing skills taught in earlier grades. 2. Write clear, concise directions. 3. Write friendly letters. 4. Write thank-you notes. 5. Write invitations. 6. Construct sentences in independent writing. 7. Dictate and write paragraphs. 8. Address an envelope correctly. 9. Keep a journal or diary of items of personal interest. 10. Write and share tall tales with peers. 11. Transcribe messages such as telephone messages. 12. Engage in creative writing experiences using invented spelling*.
develop manuscript handwriting skills.	Handwriting 1. Review and extend the skills taught in earlier grades. 2. Write legibly in manuscript. 3. Space letters closely and evenly within words. 4. Place all letters properly on the line. 5. Copy a shape, design, letter, or number from a model. 6. Use proper spacing between words. 7. Copy words and sentences from a model. 8. Use indention for paragraphs. *See Glossary.

WRITING SKILLS

GRADE: 2
(continued)

GOAL: Students will develop writing skills.

Instructional Objectives	Skills To Be Taught
Students will	
develop manuscript handwriting skills. (continued)	Handwriting (continued) 9. Adapt written presentations to time limits, physical conditions, etc.
develop spelling skills.	Spelling 1. Review and extend spelling skills and concepts taught in earlier grades. 2. Use available sources of help in spelling words (picture dictionaries, glossaries, etc.). 3. Recognize the correct spellings of basic sight words. 4. Recognize the correct spellings of dictated sight words including words that must be memorized because the spelling is unusual. 5. Spell words correctly in daily work and proofread to find spelling errors. 6. Spell most words needed in students' writing (day of the week, months, numbers 1-20). 7. Distinguish between the spellings of common homonyms. 8. Spell words that follow common single syllable patterns. 9. Spell word that begin and end with two-letter consonant clusters. 10. Spell words that end with consonant combinations (e.g., nd, nt, mp). 11. Spell words with initial and final consonant digraphs (e.g., sh, wh, th, ch). 12. Recognize the relationship of k, c, and ck. 13. Recognize words that end with double consonants. 14. Apply phonetic principles in order to recognize the correct spellings of phonemes within words. 15. Identify misspelled words in which inflectional endings have not been formed in accordance with structural principles (see following examples).

WRITING SKILLS

GRADE: 2
(continued)

GOAL: Students will develop writing skills.

Instructional Objectives	Skills To Be Taught
Students will	
develop spelling skills. (continued)	Spelling (continued) Example: Form plurals by adding "s" or "es" including sh endings and changing the y to i and adding es. Example: Recognize when the final consonant letter should be doubled when ed or ing is added to a verb. Example: Recognize that final e should be dropped when ing is added to a verb. Example: Recognize that ed, not i should be added to a verb. 16. Use the correct spelling when inflectional endings are added to words. 17. Identify misspelled words in which certain consonant sounds are common spelling errors (e.g., k/spelled c, sh/spelled s, r/spelled rr, and s/spelled c). 18. Divide unfamiliar words into syllables and demonstrate approximate pronunciation. 19. Spell compound words. 20. Use invented spelling* in free writing.
develop punctuation skills.	Punctuation 1. Review and extend skills taught in earlier grades. 2. Use a period to end a declarative sentence. 3. Use a question mark to end an interrogative sentence. 4. Use an exclamation point to end an exclamatory sentence. 5. Use a comma to separate words in a series, day of the month and year, city from state, noun in direct address, and after the greeting and closing in a friendly letter.

*See Glossary.

WRITING SKILLS

GRADE: 2
(continued)

GOAL: Students will develop writing skills.

Instructional Objectives	Skills To Be Taught
Students will	
develop punctuation skills. (continued)	Punctuation (continued) 6. Use an apostrophe in contractions and in possessive forms. 7. Use question marks correctly in sentences.
develop capitalization skills.	Capitalization 1. Capitalize the pronoun I. 2. Capitalize proper nouns, months, days of the week, streets, schools, cities, states, and special days or holidays. 3. Capitalize the first letter of the first word in a sentence. 4. Capitalize the first letter in personal titles (Mr., Mrs., Miss, Ms., Dr.). 5. Capitalize the titles of stories and books.
develop language skills with emphasis on usage and grammar.	Usage and Grammar 1. Identify parts of speech from written material (nouns, verbs, adjectives, pronouns). 2. Choose appropriate verb to agree with subject. 3. Identify present and past tense of verbs. 4. Write abbreviations for commonly used words. 5. Use correct pronouns for nouns. 6. Identify and use declarative, interrogative, and exclamatory sentences. 7. Identify singular and plural nouns. 8. Form plurals of nouns correctly.
develop proofreading and editing skills.	Proofing and Editing 1. Proofread and edit personal written work for spelling, capitalization, punctuation, and organization errors. 2. Use feedback for revising written work. 3. Proofread and correct personal work.

THIRD GRADE

Language arts for the third grade child is a review and extension of a large number of skills taught in second grade. At the same time, new and varied skills are being introduced, developed, refined, and enriched. The language arts skill areas of listening, speaking, reading, and writing are to be developed individually and collectively. It is essential for children to develop competencies in all of the language arts skill areas in order to communicate effectively.

The following pages outline the language arts skills that are to be taught in third grade. Methods and techniques used to present and develop these skills should reflect the individuality of children's experiences, attitudes, values, and abilities. An environment conducive to creative thinking and expression, a diverse selection of books for students' use, a good language role model, and plenty of encouragement aid in providing a comprehensive and effective language arts program.

LISTENING SKILLS

GRADE: 3

GOAL: Students will develop listening skills.

Instructional Objectives	Skills To Be Taught
Students will	
listen discriminately.	Listening Discrimination 1. Review and extend the development of skills and concepts taught in earlier grades. 2. Distinguish differences in beginning, final, and medial consonant sounds. 3. Recognize differences in vowel sounds. 4. Recognize root words and affixes. 5. Recognize rhyming words. 6. Identify number of syllables in a word. 7. Recognize synonyms, antonyms, and homonyms. 8. Listen in order to reproduce sounds. 9. Listen to match tones. 10. Listen to identify sources of sounds. 11. Recognize rhythmic patterns in music. 12. Recognize rhyme and rhythm in poetry.
listen for specific information.	Listening for Specific Information 1. Review and extend the development of skills and concepts taught in earlier grades. 2. Identify main idea of oral presentation. 3. Recall sequence of events of oral presentation. 4. Respond to verbal statements and questions. 5. Recall details of oral presentation. 6. Deduce meanings of unknown words from context. 7. Respond to oral directions. 8. Summarize main ideas of small group discussion. 9. Recall main ideas and details of dictated materials.
listen to analyze and critique what is heard.	Analytic/Critical Listening 1. Review and extend the development of skills and concepts taught in earlier grades. 2. Follow sequential development of a story.

LISTENING SKILLS

GRADE: 3
(continued)

GOAL: Students will develop listening skills.

Instructional Objectives	Skills To Be Taught
Students will	
listen to analyze and critique what is heard. (continued)	Analytic/Critical Listening (continued) 3. Relate, compare, and apply information. 4. Distinguish fact from fantasy. 5. Determine relevant and irrelevant information. 6. Predict outcomes based on what is heard. 7. Increase ability to make inferences. 8. Distinguish fact from opinion. 9. Recognize varied points of view. 10. Perceive cause and effect relationships. 11. Raise pertinent questions in a discussion. 12. Derive meaning from intonation. 13. Determine purpose of speaker. 14. Recognize oral clues. 15. Make hypotheses and draw conclusions from what is heard.
develop the ability to listen appreciatively.	Listening Appreciation 1. Review and extend the development of skills and concepts taught in earlier grades. 2. Recognize beauty in the language of poetry and prose. 3. Identify with characters in literature. 4. Visualize word pictures in poetry and prose. 5. Develop an awareness of the value and use of words. 6. Respond emotionally, sensing the feeling of the speaker or story character. 7. Respond to music, stories, and poetry for enjoyment. 8. Listen attentively to speaker. 9. Listen attentively in small and large groups. 10. Display increased attention span. 11. Exhibit appropriate social amenities.

SPEAKING SKILLS

GRADE: 3

GOAL: Students will develop speaking skills.

Instructional Objectives	Skills To Be Taught
Students will	
develop the ability to organize their thoughts, ideas, and material for effective oral communication.	Planning/Organizing 1. Review and extend the development of skills and concepts taught in the earlier grades. 2. Limit and specify topic for oral presentation. 3. Adapt oral presentation to time limits and physical conditions. 4. State main idea of oral presentation. 5. Give vivid, accurate oral descriptions. 6. Restate information received orally in own words. 7. Give oral directions effectively and sequentially. 8. Retell story events in sequence. 9. Answer questions and make statements in complete sentences. 10. Share imaginative and real experiences with class. 11. Keep to topic when speaking. 12. Summarize group discussion by stating main points and conclusions. 13. Present and justify points of view.
develop proper usage and grammar skills for oral communication.	Grammar/Usage 1. Review and extend the development of skills and concepts taught in earlier grades. 2. Use conventional pronunciations of Standard English when speaking. 3. Demonstrate acceptable language patterns. 4. Use varied vocabulary. 5. Use complete sentences. 6. Use declarative, interrogative, and exclamatory sentences. 7. Use punctuation to convey meaning. 8. Use singular and plural forms correctly. 9. Use possessives correctly. 10. Use descriptive words to enhance oral presentations.

SPEAKING SKILLS

GRADE: 3
(continued)

GOAL: Students will develop speaking skills.

Instructional Objectives	Skills To Be Taught
Students will	
develop oral communication skills.	Delivery 1. Review and extend the development of skills and concepts taught in earlier grades. 2. Speak effectively and distinctly. 3. Speak loudly enough to be heard by listeners. 4. Enunciate and articulate properly. 5. Regulate volume, tone, and pitch of voice to the situation. 6. Use varied patterns of speech appropriate for situation. 7. Emphasize meanings in conversations by use of pauses, gestures, facial expressions, voice tones, voice volume, voice inflections, and rate of speech. 8. Maintain eye contact with audience. 9. Read and recite orally, independently, and in unison. 10. Develop increased confidence and poise in speaking.
develop proper social amenities.	Social Amenities 1. Review and extend the development of skills and concepts taught in earlier grades. 2. Make introductions correctly. 3. Greet and depart from others correctly. 4. Express gratitude. 5. Express sympathy. 6. Converse on the telephone appropriately. 7. Take turns in talking and listening to others.

READING SKILLS

GRADE: 3

GOAL: Students will develop reading skills.

Instructional Objectives	Skills To Be Taught
Students will	
develop word recognition skills.	Word Recognition 1. Review and extend development of skills and concepts taught in earlier grades. 2. Recognize the Dolch Basic Sight** words in context. 3. Identify initial and final consonant sounds. 4. Identify words with the long and short vowel sounds. 5. Identify words with two- and three-letter consonant blends. 6. Identify words with digraphs. 7. Recognize root and base words. 8. Recognize compound words. 9. Recognize contractions. 10. Recognize synonyms and antonyms. 11. Recognize homonyms*. 12. Recognize words in daily life activities.** 13. Recognize rhyming words. 14. Identify key words in sentences.
develop word meaning skills.	Word Meaning 1. Review and extend development of skills and concepts. 2. Recognize common meanings of teacher dictated words. 3. Recognize and use synonyms and antonyms. 4. Recognize and use homographs* and homonyms*. 5. Recognize and use words with multiple meanings. 6. Use context clues to understand specific word meanings. 7. Infer meanings of unknown words from context clues. 8. Use the dictionary as a form of word attack and to find word meanings.
	*See Glossary. **See Appendix G.

READING SKILLS

GRADE: 3
(continued)

GOAL: Students will develop reading skills.

Instructional Objectives	Skills To Be Taught
Students will	
develop phonetic analysis skills.	Phonetic Analysis 1. Review and extend development of skills and concepts taught in earlier grades. 2. Identify initial and final consonant sounds of words. 3. Identify two- and three-letter consonant blends. 4. Identify consonant digraphs. 5. Identify short and long vowel sounds in words. 6. Identify sounds of vowel diphthongs (Examples: oi, ou, oy). 7. Identify the schwa sound. 8. Identify r-controlled vowel sounds. 9. Identify variant spellings of consonant sounds. (Examples: c/k-s, g/g-j, f/f-ph-gh, s/s-z). 10. Recognize the same vowel sounds in different words.
develop structural analysis skills.	Structural Analysis 1. Review and extend development of skills and concepts taught in earlier grades. 2. Recognize root and base words. 3. Recognize basic prefixes (Examples: pre, re, un, dis). 4. Recognize basic suffixes (Examples: less, ness, ment, able). 5. Recognize compound words. 6. Recognize contractions. 7. Use syllabication rules to divide words correctly (Examples: v-cv, vc-cv).
develop literal comprehension skills.	Literal Comprehension 1. Review and extend development of skills and concepts taught in earlier grades. 2. Identify main idea in pictures, sentences, paragraphs, and short stories. 3. Recognize proper sequence of events. 4. Recall and comprehend details of stories read aloud and silently.

READING SKILLS

GRADE: 3
(continued)

GOAL: Students will develop reading skills.

Instructional Objectives	Skills To Be Taught
Students will	
develop literal comprehension skills. (continued)	Literal Comprehension (continued) 5. Recall and comprehend details from teacher-dictated materials. 6. Recognize cause and effect relationships. 7. Recognize character traits. 8. Distinguish between fact and fantasy. 9. Follow printed directions. 10. Use the rules of punctuation to increase comprehension. 11. Summarize material real orally and silently.
develop inferential comprehension skills.	Inferential Comprehension 1. Review and extend development of skills and concepts taught in earlier grades. 2. Make generalizations from reading. 3. Relate reading content to personal experiences. 4. Interpret pictures and make inferences. 5. Predict outcomes. 6. Make inferences about materials read orally and silently. 7. Interpret lessons from fables. 8. Identify the theme of a story. 9. Summarize and draw conclusions.
develop study skills.	Study Skills 1. Alphabetize words using the first two letters of each word. 2. Use dictionary to select the definition of a given word in context. 3. Recognize and use dictionary guide words. 4. Use table of contents, index, and glossary. 5. Use appropriate resources to obtain information on a given subject. 6. Use the card catalogue. 7. Use maps, globes, and charts to locate information. 8. Classify and categorize specific items.

READING SKILLS

GRADE: 3
(continued)

GOAL: Students will develop reading skills.

Instructional Objectives	Skills To Be Taught
Students will	
develop study skills. (continued)	Study Skills (continued) 9. Identify appropriate resources for obtaining information for daily goods, services, events, etc. (Examples: telephone directory, newspaper, calendar).
develop appreciative reading skills.	Appreciation/Social Amenities 1. Use reading to meet personal needs (Example: instructions for plant care, making a garment). 2. Select library books of personal interest. 3. Read independently for pleasure. 4. Read orally to others. 5. Share personal reading with classmates and others. 6. Show proper care of books. 7. Respond to pictures in books or other reading materials.

WRITING SKILLS

GRADE: 3

GOAL: Students will develop writing skills.

Instructional Objectives	Skills To Be Taught
Students will	
develop skills for planning, organizing, and composing when writing.	Planning/Organizing/Composing 1. Review and extend development of skills and concepts taught in earlier grades. 2. Use logical sequential order. 3. Use chronological order. 4. Organize parts of a sentence in a meaningful order. 5. Write simple and compound sentences. 6. Write a topic sentence and expand into a short paragraph. 7. Organize ideas into meaningful order. 8. Write a friendly letter. 9. Write a thank-you note. 10. Write an invitation. 11. Address an envelope. 12. Dictate and write paragraphs. 13. Indent paragraphs. 14. Write vivid, accurate descriptions of friends, pets, etc. 15. Write clear, concise directions to complete a process. 16. Write original stories with appropriate titles. 17. Keep a journal of items of personal interest. 18. Compose and share original poems. 19. Transcribe messages such as telephone messages. 20. Take notes from sources read. 21. Engage in creative writing experiences using inventive spelling*.
refine manuscript handwriting skills.	Manuscript Handwriting 1. Review and extend development of skills and concepts taught in earlier grades. 2. Write legibly in manuscript. 3. Reproduce a shape, design, letter, or number from copy. 4. Space and proportion letters within a word. 5. Space words properly on a line. 6. Copy sentences correctly. 7. Write in manuscript with legibility and reasonable speed.

*See Glossary.

WRITING SKILLS

GRADE: 3
(continued)

GOAL: Students will develop writing skills.

Instructional Objectives	Skills To Be Taught
Students will	
develop cursive handwriting skills.	Cursive Handwriting 1. Write legibly in cursive. 2. Write all cursive letters with proper shape, slant, and direction using a model. 3. Space and proportion letters within a word. 4. Space words properly on a line. 5. Write with legibility and reasonable speed. 6. Copy words, sentences, and paragraphs legibly in cursive. 7. Write sentences legibly from dictation.
develop spelling skills.	Spelling 1. Review and extend development of skills and concepts taught in earlier grades. 2. Recognize the correct spellings of basic sight words. 3. Recognize the correct spellings of words frequently used in writing. 4. Spell compound words. 5. Spell contractions. 6. Spell words with vowel combinations. 7. Spell numbers 1-100. 8. Form plurals properly by adding s and es. 9. Use dictionary to find correct spellings of words. 10. Spell verb forms by adding s, es, ed, and ing. 11. Proofread to find spelling errors.

WRITING SKILLS

GRADE: 3
(continued)

GOAL: Students will develop writing skills.

Instructional Objectives	Skills To Be Taught
Students will	
develop punctuation skills.	Punctuation 1. Review and extend development of skills and concepts taught in earlier grades. 2. Use a period to end a declarative/imperative sentence. 3. Use a question mark to end an interrogative sentence. 4. Use an exclamation point to end an exclamatory sentence. 5. Use a comma to separate words in a series, month and date from the year, city from state, noun in direct address, and after the greeting and closing in a friendly letter and a thank-you note. 6. Use periods at the end of abbreviations and initials. 7. Use an apostrophe in contractions and possessive forms of words. 8. Use quotation marks when writing conversation.
develop capitalization skills.	Capitalization 1. Review and extend development of skills and concepts taught in earlier grades. 2. Capitalize proper nouns. 3. Capitalize the pronoun I. 4. Capitalize the first letter of the first word in a sentence. 5. Capitalize the salutation and complimentary closing of a letter. 6. Capitalize the first letter in personal titles (Mr., Mrs., Miss, Dr., etc.). 7. Capitalize initials of names of persons. 8. Capitalize abbreviations of days, months, and streets. 9. Capitalize the titles of stories and books. 10. Capitalize the first word in dialogue quotations.

WRITING SKILLS

GRADE: 3
(continued)

GOAL: Students will develop writing skills.

Instructional Objectives	Skills To Be Taught
Students will	
develop appropriate grammar and usage skills.	Grammar/Usage 1. Review and extend development of skills and concepts taught in earlier grades. 2. Identify and use common/proper noun forms. 3. Identify and use singular/plural noun forms. 4. Use present and past tense of verbs. 5. Use proper subject/verb agreement. 6. Substitute pronouns for nouns. 7. Use adjectives and modifiers. 8. Identify and use declarative, interrogative, and exclamatory sentences.
develop proofreading and editing skills.	Proofreading/Editing 1. Review and extend development of skills and concepts taught in earlier grades. 2. Check own writing and that of others for correct capitalization, spelling, and punctuation. 3. Use peer feedback for revising written work. 4. Proofread and correct own work and work of peers.

FOURTH GRADE

The listening, speaking, reading, and writing skills for the fourth grade provide guidelines for helping students gain proficiency in all aspects of the language arts. The more proficient students are in listening, speaking, reading, and writing, the more able they will be to contribute to the community in which they live, and the more they can benefit from that community. Teachers are reminded that the following instructional objectives and skill to be taught depict only minimum requirements and are therefore encouraged to use their own knowledge and creativity to expand instruction and to meet the needs of all students.

If students understand that the purposes for listening include the ability to gather information, to discriminate, to analyze, and to appreciate, teaching listening at the fourth grade level is primarily a matter of refining and improving skills which were previously learned. Teachers should provide more complex listening tasks and many opportunities for students to extend their listening skills.

An effective program in speaking should include (1) planning and organizing of material to be presented orally, (2) grammar and correct usage of Standard English, (3) delivery of material in an acceptable manner, and (4) knowledge and use of proper social amenities. Instruction in speaking should include frequent opportunities for oral language interaction among students.

Reading skills for the fourth grade level extend word recognition and meaning, phonetic and structural analysis, comprehension and study skills taught at previous grade levels. Students should consistently be made aware of how these skills can be used for pleasurable reading, research, and study.

The instructional program in writing should provide ways for students to express their ideas, to develop an understanding and an appreciation for the writing of others, and to cultivate their own writing abilities. They should

consistently have opportunities to plan, organize, and compose written works. Acceptable handwriting, spelling, punctuation, capitalization, and grammar, as well as proofreading and editing, should be a part of such composition assignments.

All of the above-mentioned language arts skills reinforce and complement each other. It is not possible for any one of them to be taught or to be learned in isolation from the others. An effective language arts program provides for interweaving of the four strands.

LISTENING SKILLS

GRADE: 4

GOAL: Students will continue to refine listening skills.

Instructional Objectives	Skills To Be Taught
Students will	
learn to listen discriminately.	Listening Discrimination 1. Review and extend development of skills and concepts introduced earlier. 2. Repeat seven items in correct sequence. 3. Develop appropriate attention span. 4. Recognize and deal with listening barriers such as distractions, being given too much information at one time, or information that does not seem to be important.
listen for specific information.	Listening for Specific Information 1. Review and extend development of skills and concepts introduced in earlier grades. 2. Listen to gain information. 3. Listen for main ideas. 4. Listen for information to answer questions. 5. Note details accurately. 6. Follow the sequence of events in a story. 7. Recognize and improve listening as a study skill. 8. Summarize content of speech. 9. Follow four-step directions with physical movement. 10. Conduct simple interview.
analyze what is heard.	Listening for Analyzing 1. Review and extend development of skills and concepts introduced in earlier grades. 2. Increase listening vocabulary in order to choose correct word meaning. 3. Form mental pictures. 4. Recognize similarities and differences in accents, meanings, uses, and new words. 5. Listen for figures of speech. 6. Tell what a story means after listening to it. 7. Make inferences and draw conclusions.

LISTENING SKILLS

GRADE: 4
(continued)

GOAL: Students will continue to refine listening skills.

Instructional Objectives	Skills To Be Taught
Students will exhibit proper social amenities and show an appreciation for what is heard.	Social Amenities and Appreciation 1. Review and extend development of skills and concepts introduced in earlier grades. 2. Listen attentively. 3. Develop a listening appreciation for poetry, music, and literary works.

SPEAKING SKILLS

GRADE: 4

GOAL: Students will continue to refine speaking skills.

Instructional Objectives	Skills To Be Taught
Students will	
plan and organize oral presentations.	Planning and Organizing 1. Review and extend development of skills and concepts introduced in earlier grades. 2. Answer questions and make statements in complete sentences in formal presentations. 3. Restate in own words information received orally. 4. Present information orally using logical sequence. 5. Keep on topic in giving oral presentations. 6. State the main idea of oral messages. 7. Organize and deliver oral reports on assigned topics. 8. Summarize group discussions by giving main points and conclusions. 9. Adapt oral presentations to time limits and physical conditions. 10. Speak effectively using notes or outlines. 11. Use questions as a way of learning. 12. Make informal introductions. 13. Avoid repetition of points already made and direct questions and comments to speaker other than the teacher.
develop appropriate usage and grammar.	Usage and Grammar 1. Review and extend development of skills and concepts introduced in earlier grades. 2. Use conventional pronunciations of Standard English for classroom work. 3. Express ideas in complete sentences. 4. Use a varied vocabulary. 5. Develop increasing confidence in value of own ideas and the ability to express them to an individual or group. 6. Speak with acceptable usage in conversations and discussions. 7. Increase oral vocabulary.

SPEAKING SKILLS

GRADE: 4
(continued)

GOAL: Students will continue to refine speaking skills.

Instructional Objectives	Skills To Be Taught
Students will	
develop oral communication skills.	Delivery 1. Review and extend development of skills and concepts introduced in earlier grades. 2. Speak loudly enough to be heard by listeners. 3. Maintain eye contact with audience. 4. Interpret experiences through creative dramatics, puppetry, and role playing. 5. Participate spontaneously in speaking situations among peers. 6. Participate in and contribute to group discussions courteously. 7. Read and recite poetry. 8. Use language acceptable to peers and adults. 9. Share imaginative and real experiences with the class. 10. Give oral directions effectively. 11. Develop characterization, portraying characters through voice and action in simple plays. 12. Make announcements. 13. Tell original stories effectively. 14. Give vivid, accurate descriptions. 15. Emphasize meanings in conversations, discussions, and oral presentations by the use of pauses, gestures, facial expressions, tone of voice, voice volume, voice inflections, and rate of speech. 16. Use punctuation to convey meaning in oral reading.
develop proper social amenities.	Social Amenities 1. Review and extend development of skills and concepts introduced in earlier grades. 2. Make introductions correctly. 3. Take turns in talking and listening to others. 4. Converse on the telephone in an appropriate manner.

SPEAKING SKILLS

GRADE: 4
(continued)

GOAL: Students will continue to refine speaking skills.

Instructional Objectives	Skills To Be Taught
Students will develop proper social amenities. (continued)	Social Amenities (continued) 5. Greet and depart from people respectfully. 6. Express sympathy. 7. Question courteously the statements of others. 8. Express gratitude.

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READING SKILLS

GRADE: 4

GOAL: Students will refine and extend reading skills.

Instructional Objectives	Skills To Be Taught
Students will	
acquire appropriate word recognition skills.	Word Recognition 1. Review and extend development of skills and concepts introduced in earlier grades. 2. Learn new words in context. 3. Recognize similarities in known words, compound words, root words, suffixes, prefixes, plurals, hyphenated words, and contractions. 4. Recognize unusual characteristics in words: silent letters, digraph variations, irregular letter-sound relationships. 5. Recognize basic sight words. 6. Recognize words in daily life activities. 7. Use context clues for word recognition.
learn word meaning skills.	Word Meaning 1. Review and extend development of skills and concepts introduced in earlier grades. 2. Identify appropriate use of multi-meaning words. 3. Interpret word meanings. 4. Use context clues for word meanings. 5. Associate words which are synonyms and antonyms. 6. Recognize figurative expressions such as metaphors, similies, and idioms. 7. Recognize and use imagery. 8. Distinguish between formal and informal language. 9. Recognize colloquialism in reading. 10. Understand homophones and homographs. 11. Use dictionary and glossary for word meanings.
learn phonetic analysis skills.	Phonetic Analysis 1. Review and extend development of skills and concepts introduced in earlier grades. 2. Identify variant vowel sounds. 3. Use phonetic skills introduced in primary grades.

READING SKILLS

GRADE: 4
(continued)

GOAL: Students will refine and extend reading skills.

Instructional Objectives	Skills To Be Taught
Students will	
learn phonetic analysis skills. (continued)	Phonetic Analysis (continued) 4. Use vowel and consonant generalizations. 5. Identify diphthongs, the schwa, and r-controlled sounds represented by various spellings.
acquire structural analysis skills.	Structural Analysis 1. Review and extend development of skills and concepts introduced in earlier grades. 2. Recognize that if the first vowel is followed by two consonants, the first syllable usually ends with the first consonant. (vc-cv) 3. Recognize that if the first vowel is followed by a single consonant, the consonant usually begins the second syllable. (v-cv) 4. Recognize that the letter x always goes with the preceding vowel to form a syllable. 5. Recognize that the letters ck go with the preceding vowel to form a syllable. 6. Recognize that root words are not divided. 7. Recognize that blends are not divided. 8. Recognize that when there is an r after a vowel, the r goes with the vowel. 9. Recognize that each syllable must contain a vowel. 10. Recognize suffixes and prefixes as syllables with meanings of their own. 11. Recognize that if a word ends with le preceded by a consonant, the consonant usually begins the last syllable. 12. Note that affixes are seldom accented. 13. Recognize that the first syllable in a two-syllable word is usually accented unless it is a prefix. 14. Note that the accent is usually on the root word. 15. Recognize the base word when one or more affixes have been added.

READING SKILLS

GRADE: 4
(continued)

GOAL: Students will refine and extend reading skills.

Instructional Objectives	Skills To Be Taught
Students will	
learn appropriate comprehension skills.	Comprehension Skills (Literal) 1. Review and extend development of skills and concepts introduced in earlier grades. 2. Identify key words and topic sentences. 3. Distinguish between fiction and non-fiction. 4. Use the rules of punctuation to enhance comprehension. 5. Recognize irrelevant statements in a selection. 6. Find the main idea by choosing titles for material read. 7. Identify explicitly-stated meanings and details. 8. Identify facts to support main ideas. 9. Arrange ideas in sequence. 10. Categorize words and ideas. 11. Follow written directions to complete a task. 12. Summarize material.
learn inferential comprehension skills.	Comprehension Skills (Inferential) 1. Review and extend development of skills and concepts introduced in earlier grades. 2. Interpret italics. 3. Check parentheses for further meaning. 4. Distinguish among fact/fantasy/opinion. 5. Identify the mood of a reading selection. 6. Apply interpretive and creative thinking. 7. Summarize and draw conclusions. 8. Recognize and understand relationships. 9. Make generalizations from reading. 10. Predict outcomes. 11. Recognize propaganda. 12. Identify the theme of a story.

READING SKILLS

GRADE: 4
(continued)

GOAL: Students will refine and extend reading skills.

Instructional Objectives	Skills To Be Taught
Students will	
acquire appropriate study skills.	Study Skills 1. Review and extend development of skills and concepts introduced in earlier grades. 2. Understand the meaning and use of phonetic spelling. 3. Use a pronunciation key. 4. Determine if context or dictionary is needed to define a word. 5. Use a card catalog. 6. Understand secondary accent marks. 7. Understand the alphabetical arrangement of words in a dictionary. 8. Select appropriate meaning for a word in context. 9. Use guide words. 10. Locate and use title page, author, illustrations, publisher, copyright page, and index. 11. Sequence ideas and events. 12. Locate specific information by scanning. 13. Use charts, graphs, tables, and diagrams. 14. Use maps, globes, and atlases. 15. Apply skills of outlining, notetaking, and summarizing. 16. Locate information in encyclopedia and other reference materials. 17. Identify appropriate sources to obtain information on goods, services, and day-to-day events.
develop appreciation for reading.	Reading Appreciation 1. Interpret descriptive words and phrases. 2. Interpret story ideas. 3. Identify mood of selection. 4. Identify character traits and interpret character's feelings. 5. Recognize and appreciate imagery. 6. Enjoy reading for pleasure and entertainment.

WRITING SKILLS

GRADE: 4

GOAL: Students will continue to refine writing skills.

Instructional Objectives	Skills To Be Taught
Students will	
learn to plan, organize, and compose when writing.	Planning/Organizing/Composing 1. Review and extend development of skills and concepts introduced in earlier grades. 2. Select an appropriate topic when given a general subject. 3. Use logical sequential order. 4. Use chronological order. 5. Use narrative organization: combine beginning, middle, and ending of a story. 6. Identify the parts of a narrative: setting, characters, plot. 7. Construct an informal outline. 8. Write a friendly letter. 9. Address an envelope. 10. Take notes from oral presentation. 11. Write a report using logical ordering of details. 12. Write a business letter using correct form. 13. Write paragraphs with topic sentence, specific details, closing sentence. 14. Use description and dialogue. 15. Write a personality sketch.
refine handwriting skills with emphasis on desirable speed and legibility.	Handwriting 1. Review and extend development of skills and concepts introduced in earlier grades. 2. Copy words, numerals, sentences, and short paragraphs correctly. 3. Write legibly sentences and paragraphs from dictation. 4. Maintain proper posture and paper position for writing. 5. Use standard spacing between letters and words. 6. Place all letters properly on the line. 7. Write uppercase and lowercase cursive letters and numerals with proper shape, slant, and direction without the use of a model.

WRITING SKILLS

GRADE: 4
(continued)

GOAL: Students will continue to refine writing skills.

Instructional Objectives	Skills To Be Taught
Students will	
refine handwriting skills with emphasis on desirable speed and legibility. (continued)	Handwriting (continued) 8. Take notes whether in manuscript or cursive. 9. Observe conventions of writing including margins, paragraph indentions, and writing titles correctly. 10. Use pen in writing of specific class assignments. 11. Make a neat, final manuscript or cursive copy after proofing.
learn basic spelling content skills.	Spelling 1. Review and extend development of skills and concepts introduced in earlier grades. 2. Spell words needed in writing including days of the week, months, numbers from one to one hundred, and Wilson's Essential Vocabulary**. 3. Use available sources such as dictionaries, glossaries, etc. 4. Spell irregular words. 5. Spell compound words. 6. Spell homophones*.
use appropriate mechanics in writing.	Punctuation 1. Review and extend development of skills and concepts introduced in earlier grades. 2. Use periods: a. After letters or numerals in an outline. b. To end an imperative sentence. c. At the end of abbreviations and initials. 3. Use question marks: a. To end asking sentence. b. Within sentences where needed. 4. Use commas: a. To separate a direct quotation, to set off words of direct address, to separate words in a series, and after yes or no introductory words.

*See Glossary.
**See Appendix G.

GOAL: Students will continue to refine writing skills.

Instructional Objectives	Skills To Be Taught
Students will	
use appropriate mechanics in writing. (continued)	Punctuation (continued) b. Before and after appositives. c. After salutation in personal letters and after complimentary closing in personal and business letters. d. To separate month and day from year when writing the date. 5. Use hyphen at end of line to show a divided word. 6. Use quotation marks: a. Before and after titles other than titles of books: chapters, articles, short stories, and poems in context. b. To set off exact dialogue. 7. Use colons: a. To end salutation in a business letter. b. To separate hour from minute. 8. Use exclamation marks: a. To end exclamatory sentences. b. After interjections. c. Within sentences where needed.
understand the guidelines for using capital letters in words.	Capitalization 1. Review and extend development of skills and concepts introduced in earlier grades. 2. Capitalize months, days, streets, cities, states, special days or holidays, countries, and names of organizations. 3. Capitalize salutation and complimentary closing of a letter. 4. Capitalize first letter in personal titles: Mr., Miss, Mrs., Ms., Dr., and titles of respect and rank. 5. Capitalize initials in names of persons and abbreviations for days, months, and streets. 6. Capitalize first word in dialogue quotations. 7. Capitalize first word of each topic and subtopic in outline.

WRITING SKILLS

GRADE: 4
(continued)

GOAL: Students will continue to refine writing skills.

Instructional Objectives	Skills To Be Taught
Students will	
understand the guidelines for using capital letters in words. (continued)	Capitalization (continued) 8. Capitalize aunt and uncle before names and mother and father when used as names.
learn appropriate usage and grammar.	Usage and Grammar 1. Review and extend development of skills and concepts introduced in earlier grades. 2. Identify parts of speech and/or form classes. 3. Identify types of sentences: imperative, interrogative, declarative, exclamatory. 4. Identify parts of sentences. 5. Identify sentences as opposed to fragments. 6. Write sentences applying the principle of subject-verb agreement. 7. Use adjectives and adverb modifiers correctly. 8. Distinguish noun forms: singular/plural and proper/common. 9. Use articles a, an, and the appropriately. 10. Recognize correct word order such as sub-subject-verb, subject-verb-object, and subject-verb-object-phrase.
learn to proof and edit their own work and work of others.	Proofing and Editing 1. Separate long sentences by deleting and. 2. Combine sentences by adding groups of words. 3. Add details or sentences to clarify meanings. 4. Delete sentences that do not add to development of topic. 5. Supply synonyms for overused words: little, big, good, pretty, etc. 6. Proof own writing and writing of others for capitalization errors punctuation errors spelling errors subject-verb agreement sentence fragments misplaced modifiers run-on sentences shifts in verb tense agreement of pronouns and antecedents

FIFTH GRADE

The language arts skills presented at the fifth grade level seek to refine and extend the listening, speaking, reading, and writing concepts and abilities acquired in previous grades. Teachers are encouraged to review the skills presented at lower grade levels as they are considered prerequisite and corequisite to the development of higher levels of the language arts. Only minimum requirements are presented in the Course of Study; therefore, teachers are encouraged to review the skills listed at higher grade levels as well in order to meet the educational needs of more advanced fifth graders.

All of the language arts skills reinforce and complement each other so strongly that none can be taught or learned in total isolation from the others. Nor can a student gain appreciably in the mastery of the skills in any one strand without some degree of advancement in at least two of the other strands. Listening to the ideas of others helps students become critical thinkers. Frequent opportunities for speaking develop language power in a way which enables students to speak in various types of situations, both inside and outside of the classroom setting. Reading and writing at the fifth grade level are complex processes involving a number of abilities. The development of all skills in these strands as shown on the following pages is important in order for students to achieve advanced learning and thinking levels.

The instructional objectives and skills listed on the following pages provide the range of tasks necessary for language arts growth and development of all students at the fifth grade level.

LISTENING SKILLS

GRADE: 5

GOAL: Students will continue to refine and develop more complex listening skills.

Instructional Objectives	Skills To Be Taught
Students will	
listen discriminately.	Listening Discrimination 1. Review and extend the development of skills and concepts introduced in earlier grades. 2. Extend attention span when listening. 3. Recognize different viewpoints of a speaker. 4. Follow a series of commands. 5. Repeat eight items in correct sequence. 6. Develop the ability to take notes while continuing to listen. 7. Develop critical listening skills. 8. Weigh the reliability of different statements, taking into account propaganda techniques. 9. Separate opinion from factual information.
listen for specific information.	Listening for Specific Information 1. Review and extend the skills and concepts introduced in earlier grades. 2. Listen for the main idea. 3. Retell a story in the sequential order of events. 4. Accurately note relevant details. 5. Refine skills needed to listen for instruction. 6. Understand figurative language. 7. Deduce the meaning of unknown words from context and understand the relationship of words within a sentence. 8. Respond to more complicated verbal questions, directions, and statements. 9. Listen to peers, as well as to instructors and other speakers, to get information and knowledge, and to develop understanding.

LISTENING SKILLS

GRADE: 5
(continued)

GOAL: Students will continue to refine and develop more complex listening skills.

Instructional Objectives	Skills To Be Taught
Students will	
analyze what is heard.	Analytical Listening 1. Review and extend the development of skills and concepts introduced in earlier grades. 2. Form mental images after listening to a description. 3. Make inferences and draw conclusions based upon what is heard. 4. Predict or hypothesize outcomes. 5. Relate past knowledge to new information. 6. Recognize relationships of sequence, time and space, and cause and effect. 7. Follow an argument, a discussion, a problem-solving situation, etc., in order to contribute effectively to the development of group understandings. 8. Begin to recognize the use of words in influencing the listener. 9. Show increased awareness of shades of meanings of words. 10. Identify, enjoy, and use figures of speech.
exhibit proper social amenities and show an appreciation for what is heard.	Social Amenities 1. Review and extend the development of skills and concepts introduced in earlier grades. 2. Listen attentively. 3. Show increasing desire to learn through listening as an individual and as a member of a group. 4. Show increasing responsiblity for listening efficiently and effectively. 5. Show increased skill in offering constructive criticism when reacting to reports, comments, and other activities of classmates and teachers. 6. Demonstrate an appreciation of poetry, prose, and music. 7. Recognize and respect the needs of others for group listening. 8. Gain sympathetic understanding of people of other times and other places through listening to good literature. 9. Maintain a positive attitude toward listening.

SPEAKING SKILLS

GRADE: 5

GOAL: Students will continue to refine speaking skills.

Instructional Objectives	Skills To Be Taught
Students will	
plan and organize oral presentation.	Planning and Organizing 1. Review and extend development of skills and concepts introduced in earlier grades. 2. Prepare a speech to include statements of introduction and conclusion. 3. Develop questions and statements for an interview. 4. Summarize the main ideas of an oral presentation. 5. Make introductions. 6. Give a set of complex oral directions effectively and in sequential order. 7. Use good questioning techniques with peers and adults. 8. Express ideas clearly.
observe correct usage and grammar.	Usage and Grammar 1. Review and extend development of skills and concepts introduced in earlier grades. 2. Use conventional pronunciations of Standard English for classroom work. 3. Use more precise words and imaginative words than in earlier years. 4. Convey ideas to others in order to exchange information. 5. Increase oral vocabulary. 6. Speak with acceptable speech patterns in peer groups.
develop oral communication skills through delivery.	Delivery 1. Review and extend development of skills and concepts introduced in earlier grades. 2. Project voice in order to be heard by listeners. 3. Use intonation in speaking. 4. Eradicate flagrant errors in usage, pronunciation, and enunciation. 5. Maintain eye contact with the group when speaking. 6. Read and recite poetry.

SPEAKING SKILLS

GRADE: 5
(continued)

GOAL: Students will continue to refine speaking skills.

Instructional Objectives	Skills To Be Taught
Students will observe social amenities.	Social Amenities 1. Review and extend development of skills and concepts introduced in earlier grades. 2. Use proper telephone etiquette. 3. Use proper format in making formal introductions. 4. Respect another person's point of view or opinion. 5. Express sympathy. 6. Express gratitude.

READING SKILLS

GRADE: 5

GOAL: Students will continue to refine reading skills.

Instructional Objectives	Skills To Be Taught
Students will	
acquire appropriate word recognition skills.	Word Recognition 1. Review and extend development of skills and concepts introduced in earlier grades. 2. Learn new words in context. 3. Recognize contractions in context. 4. Recognize words used in daily life activities.** 5. Recognize unusual characteristics in words: silent letters, digraph variations, irregular letter-sound relationships. 6. Use context clues for word recognition. 7. Understand that the meaning of words will change with context changes.
learn word meaning skills.	Word Meaning 1. Review and extend development of skills and concepts introduced in earlier grades. 2. Associate words which are synonyms or antonyms. 3. Distinguish between formal and informal language. 4. Recognize and use imagery. 5. Recognize colloquialisms in reading. 6. Recognize and use figurative language such as metaphors, similes, and idioms. 7. Use context clues for word meaning. 8. Recognize homophones and homographs. 9. Associate words with their literal meanings. 10. Use a dictionary or glossary for word meanings.
review and apply phonetic analysis skills.	Phonetic Analysis 1. Review and apply phonetic skills introduced in earlier grades. 2. Identify the consonant sounds represented by consonant letters. 3. Identify consonant clusters represented by two or more consonants.

**See Appendix G.

READING SKILLS

GRADE: 5
(continued)

GOAL: Students will continue to refine reading skills.

Instructional Objectives	Skills To Be Taught
Students will	
review and apply phonetic analysis skills. (continued)	Phonetic Analysis (continued) 4. Identify sounds typically represented by consonant digraphs. 5. Identify short vowel sounds represented by one or more vowel letters. 6. Identify the long vowel sounds represented by one or more vowel letters. 7. Identify diphthongs, the schwa, and r-controlled vowel sounds represented by various spellings.
review and apply structural analysis skills.	Structural Analysis 1. Review and apply skills introduced in earlier grades. 2. Recognize that the first syllable in a two-syllable word is usually accented unless it is a prefix. 3. Recognize that the accent is usually on the root word. 4. Divide three-syllable words and compound words. 5. Divide words with affixes into syllables. 6. Divide words into syllables using the v-cv, vc-v, vc-cv, and c + le syllabication rules. 7. Identify prefixes and suffixes. 8. Recognize that the letter x always goes with the preceding vowel to form a syllable. 9. Recognize that the letters ck go with the preceding vowel to form a syllable.
learn appropriate comprehension skills.	Literal Comprehension 1. Review and extend development of skills and concepts introduced in earlier grades. 2. Identify key words and topic sentences. 3. Associate words with their literal meanings. 4. Determine word meaning using specific context clues. 5. Determine main idea in a paragraph and short passages.

READING SKILLS

GRADE: 5
(continued)

GOAL: Students will continue to refine reading skills.

Instructional Objectives	Skills To Be Taught
Students will	
learn appropriate comprehension skills. (continued)	Literal Comprehension (continued) 6. Find details from information that is given through who, what, why, where, when, and how. 7. Determine stated cause and effect of an event or an action. 8. Identify explicitly-stated meanings and details. 9. Select facts to support main idea. 10. Follow complex written directions. 11. Categorize words and ideas. 12. Use rules of punctuation to enhance comprehension. 13. Identify theme of a story.
learn appropriate comprehension skills.	Inferential Comprehension 1. Review and extend development of skills and concepts introduced in earlier grades. 2. Check parentheses for further meaning. 3. Interpret italics. 4. Recognize propaganda. 5. Identify the author's purpose. 6. Make generalizations from passages. 7. Recognize the abstract meaning of words. 8. Paraphrase sentences. 9. Use analogies. 10. Predict outcomes. 11. Distinguish fact/fantasy/opinion.
extend study skills.	Study Skills 1. Review and extend development of skills and concepts introduced in earlier grades. 2. Identify the appropriate source to obtain information on goods, services, and day-to-day events. 3. Use alphabetical organization of reference material. 4. Identify appropriate source to obtain information on a topic. 5. Select and use different sections of a book.

READING SKILLS

GRADE: 5
(continued)

GOAL: Students will continue to refine reading skills.

Instructional Objectives	Skills To Be Taught
Students will	
extend study skills. (continued)	Study Skills (continued) 6. Read and interpret maps, charts, graphs, tables, atlases, and globes. 7. Use an almanac. 8. Scan a passage for specific information. 9. Skim a passage for information. 10. Use guide words. 11. Apply skills of outlining, notetaking, and summarizing. 12. Use a card catalog to locate sources. 13. Use the pronunciation key. 14. Locate and use title page, copyright page, and index. 15. Use cross-referencing. 16. Understand alphabetical arrangement of words in a dictionary.
develop an appreciation for reading.	Appreciation 1. Interpret story ideas. 2. Identify mood of a selection. 3. Identify the author's purpose. 4. Identify character traits and interpret character's feelings. 5. Read for pleasure and enjoyment. 6. Recognize and appreciate imagery.

WRITING SKILLS

GRADE: 5

GOAL: Students will continue to refine writing skills.

Instructional Objectives	Skills To Be Taught
Students will	
learn to plan, organize, and compose when writing.	Planning/Organizing/Composing 1. Review and extend development of skills and concepts introduced in earlier grades. 2. Compose a paragraph containing related sentences. 3. Write compound and complex sentences. 4. Use connectives in writing sentences. 5. Write paragraphs expressing ideas clearly. 6. Write for the purpose of supplying information. 7. Use similies, metaphors, personification, and alliterations in writing. 8. Write multiparagraph compositions. 9. Write persuasive paragraphs. 10. Write a business letter correctly. 11. Complete forms correctly. 12. Write a paragraph expressing an opinion. 13. Begin composing articles or editorials. 14. Write conversation dialogue. 15. Construct a simple outline.
refine handwriting skills with emphasis on desirable speed and legibility.	Handwriting 1. Review and extend development of skills and concepts introduced in earlier grades. 2. Write legibly using a pen. 3. Copy words, sentences, and paragraphs correctly. 4. Observe conventions of writing including margins, paragraph indentions, and writing titles correctly. 5. Write with the speed necessary to complete an assignment.

WRITING SKILLS

GRADE: 5
(continued)

GOAL: Students will continue to refine writing skills.

Instructional Objectives	Skills To Be Taught
Students will	
learn basic spelling content skills.	Spelling 1. Review and extend development of skills and concepts introduced in earlier grades. 2. Identify the correct spellings of common homophones* in context. 3. Identify misspelled words in which the incorrect spellings of certain consonant sounds represent common spelling errors. 4. Identify misspelled words in which the incorrect spellings of certain vowel sounds represent common spelling errors. 5. Identify misspelled words in which the incorrect spelling reflects errors in applying structural principles. 6. Spell most words needed in student writing including months of the year, days of the week, numbers one to one hundred, and Wilson's Essential Vocabulary**. 7. Demonstrate the ability to spell common abbreviations.
use appropriate mechanics in writing.	Punctuation 1. Review and extend development of skills and concepts introduced in earlier grades. 2. Use periods as required in writing. 3. Use questions marks as required in writing. 4. Use commas as required in writing. 5. Use hyphens as required in writing. 6. Use quotation marks correctly in writing. 7. Use colons correctly in writing. 8. Use exclamation marks correctly in writing.

*See Glossary.
**See Appendix G.

WRITING SKILLS

GRADE: 5
(continued)

GOAL: Students will continue to refine writing skills.

Instructional Objectives	Skills To Be Taught
Students will	
understand guidelines for using capital letters.	Capitalization 1. Review and extend development of skills and concepts introduced in earlier grades. 2. Capitalize months, days, street names, cities, states, countries, and holidays. 3. Capitalize appropriate words in a book title. 4. Capitalize first word in a dialogue quotation.
learn appropriate usage and grammar.	Usage and Grammar 1. Review and extend development of skills and concepts introduced in earlier grades. 2. Identify complete sentences, sentence fragments, and run-on sentences. 3. Recognize compound predicates in sentences. 4. Recognize direct objects in sentences. 5. Identify parts of speech. 6. Recognize a prepositional phrase in a sentence. 7. Recognize nouns and adjectives in the complete predicate. 8. Recognize comparative and superlative forms of adverbs. 9. Recognize action, helping, and linking verbs. 10. Recognize present, past, and future tenses of verbs. 11. Recognize correct word order such as subject-verb, subject-verb-object, and subject-verb-object-phrase. 12. Use articles a, an, and the appropriately. 13. Identify interrogative sentences. 14. Identify declarative sentences. 15. Identify exclamatory sentences.

WRITING SKILLS

GRADE: 5
(continued)

GOAL: Students will continue to refine writing skills.

Instructional Objectives	Skills To Be Taught
Students will learn to proof and edit personal work and the work of others.	Proofing and Editing 1. Review and extend development of skills and concepts introduced in earlier grades. 2. Proof own writing and writing of others for capitalization errors punctuation errors spelling errors subject-verb agreement sentence fragments misplaced modifiers run-on sentences shifts in verb tense agreement of pronoun and antecedents indentation when needed

SIXTH GRADE

The language arts skills presented at the sixth grade level seek not only to refine and extend the concepts and skills acquired at previous grade levels but to challenge students to achieve mastery at higher levels. Teachers are encouraged to review the skills presented at lower grade levels as they are considered prerequisite and corequisite to the development of sixth grade skills. Teachers are encouraged to review the skills at higher grade levels, as well, in order to meet the educational needs of more advanced sixth grade students.

Since the language arts skills reinforce and complement each other, none can be taught or learned in total isolation from the others. A student cannot gain appreciably in the mastery of skills in any one strand without some degree of advancement in other strands.

All minimum sixth grade language arts competencies should be thoroughly taught and/or retaught in preparation for the sixth grade Alabama Basic Competency Test. Speaking and listening skills instruction cannot be incidental. Sequential, structured learning activities of increasing complexity should be offered. Writing activities should be frequent but not lengthy, and students should have many opportunities to share their writing orally. Responding to reading selections in writing should occur regularly. Students should have varied options for composing which incorporate the application of grammar skills.

For many students, sixth grade is the last year of reading instruction through a basal program. Essential decoding and comprehension skills need to be mastered. Students should also have exposure to literature beyond the basal reader. Oral and written book projects offer students opportunities to read independently, as well as to develop composing and speaking skills.

The instructional objectives and skills listed on the following pages provide the base for a wide range of learning activities necessary at the sixth grade level.

Balanced treatment of all four areas of the language arts program is essential.

LISTENING SKILLS

GRADE: 6

GOAL: Students will continue to refine listening skills.

Instructional Objectives	Skills To Be Taught
Students will	
learn to listen discriminately.	Listening Discrimination 1. Review and extend skills taught in earlier grades. 2. Increase length of attention span. 3. Recognize words with common beginnings and endings. 4. Recognize synonyms, antonyms, and homonyms. 5. Separate relevant from irrelevant ideas. 6. Discriminate fine shades of meaning in synonyms. 7. Repeat details from simple story. 8. Repeat nine items in sequence. 9. Identify word that does not belong in sequence. 10. Know when something is left out. 11. Recall explicitly stated meanings and details from dictated material in a recreational or learning context.
analyze what is heard.	Listening for Analyzing 1. Review and extend skills taught in earlier grades. 2. Summarize speaker's main points. 3. Get meaning from context. 4. Distinguish between fact and fantasy. 5. Distinguish among fact, opinion, and point of view. 6. Imagine and draw scene, picture, or character after listening to a description. 7. Recognize propaganda. 8. Draw conclusions and make inferences and generalizations from explicitly and implicitly stated material in a recreational or learning context.
listen for specific information.	Listening for Specific Information 1. Review and extend skills taught in earlier grades. 2. Put sentences in sequential order. 3. Isolate phrases that answer questions. 4. Tell what story is about using correct sequence of events. 5. Name main characters.

LISTENING SKILLS

GRADE: 6
(continued)

GOAL: Students will continue to refine listening skills.

Instructional Objectives	Skills To Be Taught
Students will	
listen for specific information. (continued)	Listen for Specific Information (continued) 6. Summarize main points of speech. 7. Take notes during an oral presentation. 8. Follow multistep directions for physical activity. 9. Repeat assignments given orally. 10. Do creative work from listening to directions, e.g., origami. 11. Listen for information to answer questions. 12. Make identifications. 13. Conduct simple interview.
exhibit proper social amenities and show appreciation for what is heard.	Social Amenities and Appreciation 1. Look at speaker. 2. Listen attentively to oral presentations. 3. Show courtesy when others speak. 4. Tune out distractions. 5. Demonstrate listening appreciation of poetry and music.

SPEAKING SKILLS

GRADE: 6

GOAL: Students will continue to refine speaking skills.

Instructional Objectives	Skills To Be Taught
Students will	
demonstrate proficiency in planning and organizing skills.	Planning and Organizing 1. Review and extend skills taught in earlier grades. 2. Use questions as a way of learning. 3. Avoid repetition of points already made and direct questions and comments to speakers other than the teacher. 4. Give appropriate directions. 5. Organize ideas, develop sequences, and keep to the topic in oral reports. 6. Interview people to secure information about specific topics. 7. Make formal and informal introductions. 8. Make announcements.
observe correct usage and grammar.	Usage and Grammar 1. Review and extend skills taught in earlier grades. 2. Express ideas in complete sentences. 3. Develop increase confidence and poise in speaking with acceptable usage in conversations and discussions. 4. Use conventional pronunciations of Standard English for classroom work. 5. Increase oral vocabulary.
demonstrate proficiency in delivery skills.	Delivery 1. Review and extend skills taught in earlier grades. 2. Eradicate flagrant errors in usage, pronunciation, and enunciation. 3. Emphasize meanings in conversations, discussions, and oral presentations by use of pauses gestures facial expressions tone of voice voice volume voice inflection rate of speech 4. Vary use of spoken language to suit different situations.

SPEAKING SKILLS

GRADE: 6
(continued)

GOAL: Students will continue to refine speaking skills.

Instructional Objectives	Skills To Be Taught
Students will	
demonstrate proficiency in delivery skills. (continued)	Delivery (continued) 5. Maintain eye contact with audience. 6. Develop characterization, portraying characters through voice and action in simple plays. 7. Speak effectively using notes or outline. 8. Acquire poise in expressing own ideas and respect ideas of others. 9. Interpret character effectively while reading prose or poetry.
observe social amenities for oral communication.	Social Amenities 1. Develop understanding that language should be appropriate to speaker, audience, time, and place. 2. Develop self-control, taking turns in talking and listening. 3. Participate in and contribute to group discussion courteously. 4. Become more discriminating and less self-centered in the selection of topics of conversation and discussion. 5. Use polite language consistently. 6. Question courteously the statements of others. 7. Use telephone correctly. 8. Relay messages. 9. Express gratitude. 10. Express sympathy.

READING SKILLS

GRADE: 6

GOAL: Students will continue to refine reading skills.

Instructional Objectives	Skills To Be Taught
Students will	
learn word recognition skills.	Word Recognition 1. Review and extend skills taught in earlier grades. 2. Learn new words in content areas. 3. Recognize similarities in known words, compound words, root words, suffixes, prefixes, plurals, hyphenated words, and contractions. 4. Recognize unusual characteristics in words: silent letters, digraph variations, irregular letter-sound relationships. 5. Review and extend basic sight words. 6. Use context clues for word recognition.
learn word meaning skills.	Word Meaning 1. Review and extend skills taught in earlier grades. 2. Identify correct usage of multimeaning words. 3. Interpret word meanings. 4. Use context clues for word meanings. 5. Use dictionary and glossary for word meaning. 6. Understand and provide synonyms and antonyms. 7. Understand homophones and homographs. 8. Recognize figurative and colorful expressions such as metaphors, similes, and idioms. 9. Recognize and use imagery. 10. Recognize colloquialisms in reading. 11. Distinguish between formal and informal language. 12. Associate words with their literal meanings. 13. Identify word meaning through structural analysis.

READING SKILLS

GRADE: 6
(continued)

GOAL: Students will continue to refine reading skills.

Instructional Objectives	Skills To Be Taught
Students will	
learn phonetic analysis.	Phonetic Analysis 1. Review and extend skills taught in earlier grades. 2. Learn variant vowel sounds. 3. Recognize in print the same consonant sounds represented by the same or different spellings. 4. Identify consonant sounds represented by consonant letters. 5. Recognize in print the same vowel sounds represented by the same or different spellings. 6. Identify the short vowel sounds represented by one or more vowel letters. 7. Identify diphthongs, the schwa, and r-controlled sounds represented by various spellings.
learn structural analysis.	Structural Analysis 1. Review and extend skills taught in earlier grades. 2. Recognize that if the first vowel is followed by two consonants, the first syllable usually ends with the first consonant. 3. Recognize that if the first vowel is following by a single consonant, the consonant usually begins the second syllable. 4. Recognize that the letter x always goes with the preceding vowel to form a syllable. 5. Recognize that the letters ck go with the preceding vowel to form a syllable. 6. Recognize that root words are not divided. 7. Recognize that blends are not divided. 8. Recognize that when there is an r after a vowel, the r goes with the vowel. 9. Recognize that each syllable must contain a vowel or vowel sound, and a single vowel may be a syllable.

READING SKILLS

GRADE: 6
(continued)

GOAL: Students will continue to refine reading skills.

Instructional Objectives	Skills To Be Taught
Students will	
learn structural analysis. (continued)	Structural Analysis (continued) 10. Recognize prefixes and suffixes as syllables with meanings of their own. 11. Recognize that if a word ends with le preceded by a consonant, the consonant usually begins the last syllable. 12. Recognize the base word when one or more affixes have been added. 13. Identify appropriate prefixes and suffixes. 14. Note that affixes are seldom accented. 15. Recognize that the first syllable in a two-syllable word is usually accented, unless it is a prefix. 16. Note that the accent is usually on the root word. 17. Divide three-syllable words and compound words into syllables.
learn literal comprehension skills.	Comprehension Skills (Literal) 1. Review and extend skills taught in earlier grades. 2. Identify key words and topic sentences. 3. Distinguish between fiction and non-fiction. 4. Use rules of punctuation to enhance comprehension. 5. Recognize irrelevant statements in a selection. 6. Determine the main idea. 7. Find the main idea by choosing titles for materials read. 8. Summarize material. 9. Find details and select facts to remember. 10. Identify explicitly stated meanings and details. 11. Arrange ideas in sequence. 12. Categorize words and ideas. 13. Follow written instructions to complete a task. 14. Find details through who, what, where, when, and how from information that is given.

READING SKILLS

GRADE: 6
(continued)

GOAL: Students will continue to refine reading skills.

Instructional Objectives	Skills To Be Taught
Students will	
learn literal comprehension skills. (continued)	Comprehension Skills (Literal) (continued) 15. Determine the stated cause and stated effect of an event or an action.
learn inferential comprehension skills.	Comprehension Skills (Inferential) 1. Review and extend skills taught in earlier grades. 2. Interpret italics. 3. Check parentheses for further meaning. 4. Distinguish fact/fantasy/opinion. 5. Identify mood of a selection. 6. Apply interpretive and creative thinking. 7. Recognize and understand relationships. 8. Make generalizations from reading. 9. Recognize propaganda. 10. Summarize and draw conclusions. 11. Predict outcomes.
learn study skills.	Study Skills 1. Review and extend skills taught in earlier grades. 2. Use the pronunciation key. 3. Determine if context or a dictionary is needed to define a word. 4. Identify secondary accents. 5. Select the meaning which fits the word in context. 6. Use guide words. 7. Interpret dictionary entry: phonetic respelling, definition(s), and etymology. 8. Use alphabetical organization of reference material. 9. Locate and use title page, author, illustrations, publisher, copyright page, and index. 10. Sequence ideas and events. 11. Locate specific information by scanning. 12. Locate information by skimming. 13. Use charts, graphs, tables, and diagrams. 14. Use maps, globes, and atlases. 15. Use encyclopedia and reference materials. 16. Use encyclopedia to find cross-references. 17. Apply skills of outlining, notetaking, and summarizing.

READING SKILLS

GRADE: 6
(continued)

GOAL: Students will continue to refine reading skills.

Instructional Objectives	Skills To Be Taught
Students will learn study skills. (continued)	Study Skills (continued) 18. Identify appropriate sources to obtain information on goods, services, and day-to-day events. 19. Learn when and how to use the card catalog and almanac.

WRITING SKILLS

GRADE: 6

GOAL: Students will continue to refine writing skills.

Instructional Objectives	Skills To Be Taught
Students will demonstrate proficiency in planning, organizing, and composing.	Planning/Organizing/Composing 1. Review and refine skills taught in earlier grades. 2. Compose simple, compound, and complex sentences. 3. Compose questions. 4. Use a variety of words to build sentences. 5. Compose a thank-you note. 6. Compose a friendly letter and address its envelope. 7. Compose a business letter and address its envelope. 8. Write announcements, labels, and notices. 9. Write clear, concise directions to complete a process, reach a destination, etc. 10. Complete simple school forms. 11. Write a message incorporating all necessary information, e.g., a telephone message. 12. Follow steps for basic paragraph: a. Plan, organize, and compose a paragraph. (1) Limit paragraph to one main idea. (2) Use a topic sentence for a paragraph. (3) Use supporting statements for the topic sentence. b. Write titles. c. Use connotative language to affect audience. d. Use appropriate formal/informal language. e. Construct a composition from a topic outline. 13. Plan, organize, and compose for discourse-type writing. a. Descriptive writing b. Narrative writing (1) Include events appropriate for a straight-line narrative*. (2) Include events appropriate for a climactic narrative*. *See Glossary.

WRITING SKILLS

GRADE: 6
(continued)

GOAL: Students will continue to refine writing skills.

Instructional Objectives	Skills To Be Taught
Students will	
demonstrate proficiency in planning, organizing, and composing. (continued)	Planning/Organizing/Composing (continued) (3) Include simple characters. (4) Complete an open-ended story. 14. Plan organize, and compose for expository writing. a. Include factual content information on who, what, where, when, why, how. b. Include procedural steps. c. Explain part/whole relationships. d. Use comparisons/contrasts, cause and effect examples. 15. Plan, organize, and compose for persuasive writing. a. State a point of view. b. Include arguments for a point of view. c. Include supporting evidence for arguments. 16. Write using verse form: couplet, triplet, stanza, haiku. 17. Write using end rhyme. 18. Write using unrhymed verse. 19. Write using rhythm.
apply related skills and knowledge in handwriting.	Handwriting 1. Review and refine writing skills taught in earlier grades. 2. Strive to produce clear, attractive, legible handwriting. 3. Evaluate handwriting according to slant, alignment, spacing, and letter size and shape. 4. Make a neat final copy after proofreading. 5. Write with speed necessary for task at hand.

WRITING SKILLS

GRADE: 6
(continued)

GOAL: Students will continue to refine writing skills.

Instructional Objectives	Skills To Be Taught
Students will learn basic spelling content skills.	Spelling 1. Review and refine spelling skills taught in earlier grades. 2. Use available source of help, e.g., dictionary. 3. Spell most words needed in students' writing: include days of week, months, numbers 1-100, and Wilson's Essential Vocabulary*. 4. Proofread for spelling errors. 5. Distinguish between spelling of common homonyms in writing. 6. Develop spelling generalizations. 7. Spell initial, medial, and final consonant sounds. 8. Spell words correctly which contain the following. a. Consonant clusters b. Consonant digraphs. c. One-letter vowels d. Vowel combinations. e. Vowel/consonant/e f. Vowel-r pattern g. Schwa sounds 9. Spell plurals of nouns by adding s, -es. 10. Spell verb forms by adding s, -es, -ed, -ing. 11. Spell new words by adding affixes. 12. Spell plurals by changing f to v and adding -es. 13. Spell new words by changing y to i and adding certain suffixes. 14. Spell new words by dropping final e when adding certain suffixes. 15. Spell new words by doubling the final consonant when adding certain suffixes. 16. Spell new words by changing the spelling of the root word when adding certain suffixes. *See Appendix G.

WRITING SKILLS

GRADE: 6
(continued)

GOAL: Students will continue to refine writing skills.

Instructional Objectives	Skills To Be Taught
Students will	
learn basic spelling content skills. (continued)	Spelling (continued) 17. Spell irregular words. 18. Spell compound words. 19. Spell homophones. 20. Identify words frequently used for writing at the end of fourth grade*.
will demonstrate proficiency in punctuation.	Punctuation 1. Use periods correctly: a. To complete abbreviations of common titles, other abbreviations, and initials. b. At the end of declarative and imperative sentences, and after letters and numerals in an outline. 2. Use periods, question marks, or exclamation marks in end punctuation. 3. Use apostrophes correctly: a. In a contraction. b. In the possessive form of nouns. 4. Use commas correctly: a. In series, between date and year, and after year when month and year occur in the middle of a sentence. b. Between city and state, and after state when city and state occur in the middle of a sentence. c. To set off a proper name in direct address. d. To set off interrupters. e. In the greeting/closing of a friendly letter or a thank-you note. f. In the closing of a business letter. g. Before and, or, or but when they join simple sentences. 5. Use colons correctly: a. In the greeting of a business letter. b. To separate the hour from the minute. 6. Use quotation marks correctly: a. When quoting directly from a source. b. Around titles of chapters, articles, short poems, and short stories. c. When writing conversation.
	*See Appendix G.

WRITING SKILLS

GRADE: 6
(continued)

GOAL: Students will continue to refine writing skills.

Instructional Objectives	Skills To Be Taught
Students will	
demonstrate proficiency in capitalization.	Capitalization 1. Capitalize the following: a. The first word in a sentence. b. The pronoun I. c. Proper nouns and titles. d. Abbreviations commonly used for proper nouns. e. Aunt, Uncle before names, and Mother, Father when used as names. f. Titles of books, stories, and poems. g. Buildings, geographical locations, and languages. h. Months, days, streets, special days or holidays, and proper names. i. Greeting and closing of a letter. j. Initials in names of persons. k. First letter in dialogue quotations.
demonstrate proficiency in usage and grammar.	Usage and Grammar 1. Identify parts of speech. 2. Identify singular and plural forms of nouns. 3. Add s or -es to form plurals of nouns. 4. Distinguish noun forms. a. Singular/plural b. Proper/common 5. Use articles appropriately. a. A vs. an. b. A, an, vs. the. 6. Substitute selected pronouns for nouns. 7. Observe pronoun-antecedent agreement. 8. Use pronouns appropriately: a. Nominative forms vs. objective forms after verbs. b. Nominative forms vs. objective forms after prepositions. 9. Use adjectives appropriately: comparative vs. superlative. 10. Choose verbs to agree with subjects. 11. Identify verbs as action, linking, or helping. 12. Identify present, past, and future tenses of verbs. 13. Identify the correct forms of regular/irregular verbs.

WRITING SKILLS

GRADE: 6
(continued)

GOAL: Students will continue to refine writing skills.

Instructional Objectives	Skills To Be Taught
Students will demonstrate proficiency in usage and grammar. (continued)	Usage and Grammar (continued) 14. Use verbs appropriately: a. Regular vs. irregular forms. b. Past vs. past participle forms. 15. Use adverbs appropriately: comparative vs. superlative. 16. Identify sentence type: a. Declarative b. Interrogative c. Exclamatory d. Imperative 17. Identify and use interjections. 18. Recognize correct word order: a. Subject-verb b. Subject-verb-object c. Subject-verb-object-phrase 19. Use sentences in which the subject and verb agree: a. Subject and verb adjacent b. Subject and verb separate c. Verb before the subject 20. Identify parts of a sentence: a. Subject and predicate b. Single word c. Phrase d. Direct object e. Prepositional phrase f. Object of preposition 21. Apply grammatical principles to writing (to include subject-verb agreement, noun form, pronoun use, pronoun-antecedent agreement, and present and past tenses of regular and irregular verbs). 22. Organize parts of a sentence in meaningful order. 23. Identify sentences as opposed to fragments. 24. Identify run-on sentences. 25. Distinguish between main and subordinate clauses.

WRITING SKILLS

GRADE: 6
(continued)

GOAL: Students will continue to refine writing skills.

Instructional Objectives	Skills To Be Taught
Students will demonstrate proficiency in proofreading and editing.	Proofing and Editing 1. Proofread own work for spelling, usage, and mechanical errors: a. Misspelled words b. Subject/verb agreement c. Agreement of pronouns and antecedents d. Misplaced modifiers e. Shifts in verb tense f. Sentence fragments g. Run-on sentences h. Punctuation i. Capitalization 2. Avoid using <u>and</u> to connect several sentences. 3. Vary the structure and lengths of sentences. 4. Remove unrelated sentences. 5. Remove words or phrases that are redundant. 6. Reword text to avoid word repetition. a. Substitute pronouns for nouns. b. Substitute synonyms for over-used words.

THE SECONDARY LANGUAGE ARTS PROGRAM

General Introduction

Because the language arts are so interrelated, any attempt to isolate them is arbitrary. They are outlined separately on the following pages only for the purpose of convenience. Likewise, differentiating the language arts goals for grades seven through twelve is an artificial division since the development of the language arts--listening, speaking, reading, and writing--is a recursive process, with learning activities for each secondary grade differing more in sophistication than in kind. Thus, even though the following overview of what should be taught at the secondary level is divided into four strands, the integration of the skills of listening, speaking, reading, and writing is of utmost importance.

It is the observation of the Language Arts Course of Study Committee that language arts instruction in Alabama has traditionally emphasized instruction in grammar and literature to the exclusion of instruction in listening, speaking, and writing. Failure to provide the proper emphasis on these latter aspects of the language arts is failure to comply with this course of study.

Listening: Grades 7-12

Listening is the most used of the language skills. A good listening program of instruction should include four basic types of listening: attentive, appreciative, analytical, and marginal. Attentive listening requires that most distractions be eliminated. The attention of the listener should be focused on one person or one form of communication. Appreciative listening is listening for enjoyment. It is used for stories, poems, plays, and other forms of entertainment. Analytical listening involves responding in a thoughtful way. In marginal listening, one or more distractions are present. All four types of listening have been included within the listening strand of each grade level, seven through twelve, of the Language Arts Course of Study.

At each grade level, the listening strand provides the classroom teacher with objectives and skills aimed at assisting students in recognizing the basic elements of Standard English, in enjoying effective presentations, in developing vocabulary, in developing comprehension, in working together, and in recognizing the organizational elements in a selection or presentation. The abilities to follow spoken instructions, to interpret, analyze, and summarize that which has been heard, to take notes while listening, and to separate facts, opinions, and propaganda are also addressed.

The need for repetition of many of the skills involved in listening is reflected by the recurrent listing of a number of skills at successive grade levels. Every student should have the opportunity to listen within an atmosphere that promotes attentive listening yet avoids auditory saturation. Listening should be enjoyable, relaxing, and varied, as well as informative. The listener should assume the responsibilities of being courteous to the speaker and of remaining uncritical of the person as opposed to the product heard.

Speaking: Grades 7-12

One of the foremost responsibilities of Alabama schools is to teach students to speak effectively. The Language Arts Course of Study provides the teacher with lists of objectives and skills that will help clarify the role of the teacher in meeting such a responsibility. The speaking skills for grades seven through twelve show only minor variations at successive grade levels because of the need for skills repetition and a gradual increase in expectation of performance at each level. The local education system should determine the degree of repetition needed in order to achieve the objective. Some skills may be deleted after thorough instruction in one or two grades. Speaking, though important in and of itself, should be interwoven into the listening, reading, and writing strands of language arts.

The development of oral language proficiency through student exposure to Standard English, to vocabulary modifications, to speech delivery techniques, to organization of brief formal presentations, and to speaking for specific purposes and audiences is the primary aim of the listening strand. Students should be taught to engage critically and constructively in the exchange of ideas. The abilities to ask and to answer questions should also be emphasized. Coherence and conciseness are also important aspects of speaking. Students should be taught to give instructions, to contribute supporting ideas and details in discussions, and to report accurately that which has been communicated from another person or source. In addition, interpreting and evaluating verbally, presenting drama effectively, and presenting opinion persuasively should be emphasized.

Reading and Literature: Grades 7-12

The recursive nature of reading and literature study requires the repetition of skills and concepts at each grade level of the secondary language arts program. As a manifestation, literature is inextricably interwoven with composition and language study. The study of reading and literature requires these important considerations: (1) the movement from simple to complex works and (2) the integration of the various strands of language arts through oral and written discourses.

Learning experiences in reading and literature should include fiction and nonfiction, prose and poetry--i.e., the various literary genres. No specific works have been named in this document. Teachers of English in Alabama should use those works which are most appropriate for their specific students whose life experiences and levels of maturity differ at any given time and over time in the range of grades seven through twelve. Attention to students' powers of perception and understanding is the key to the selection of reading and literary experiences which enhance academic achievement, as well as personal growth and appreciation.

Writing: Grades 7-12

When addressing the question of which writing skills should be taught in the various grades, one quickly realizes that designing a curriculum in writing, which is process-centered, is quite unlike designing one in the content-centered areas. Teachers of writing do not bring students to a mastery of the art of writing by presenting a sequence of discrete units of skills or information one after another; rather, writing instruction involves a gradual development of more sophisticated linguistic products through the use of the same process. Because the writing process is uniform throughout the grades, teachers repeatedly instruct students in the same principles and techniques.

While the writing process does not change, the students do change as they move up through the grades. They grow in their ability to pursue a topic in depth and to sustain their creative and analytical powers over a greater space or period of time. As they experience life more fully and grow in all areas of knowledge, they become able to handle increasingly more sophisticated language structures. For example, as students become more able to make distinctions and to see relationships, they will need to incorporate subordination more thoroughly into their writing. It is this growth of the individual student to which any good program of writing instruction must accommodate itself.

Given the distinctive nature of writing instruction, the Course of Study Committee has repeated the instructional objectives and skills listings for grade. It has, however, differentiated the representative writing products at each grade level.

Grade levels at which concepts of grammar and mechanics and methods of paragraph development might reasonably be introduced have also been suggested. The writing of various types of paragraphs (both as complete units, as well as parts of longer compositions) will undoubtedly be repeated in later grades, and

specific aspects of grammar and mechanics will necessarily be retaught as the need arises in particular classes. Grammar instruction should in any case be tied to the writing process rather than taught in isolation.

As the Course of Study Committee worked to define what it wanted the curriculum in writing to accomplish for Alabama students, it determined three very general goals:

1. Students will demonstrate the ability to write for a variety of occasions, purposes, and audiences.
2. In pursuing a writing project, students will demonstrate the ability to follow a process which includes three stages:
   a. A discovery stage in which they generate or collect material and formulate ideas;
   b. An arrangement and ordering stage in which they determine relationships among their ideas, arrange sentences and develop paragraphs and other units of discourse in an appropriate order, and in which they provide transitions within and between units of discourse; and
   c. A revision stage in which they improve through rewriting the effectiveness of what they have written.
3. Students will demonstrate proficiency in the conventions of standard written English.

The instructional objectives and skills listed in the following writing sections of each grade level are an elaboration of these goals. If students develop these writing skills, if these skills are integrated with related skills in listening, speaking, and reading, and if these writing skills are reinforced elsewhere in the secondary school curriculum, students will surely achieve higher levels of language competency.

GENERAL REQUIREMENTS

OF THE

SECONDARY ARTS PROGRAM

1. The single most important requirement of the secondary language arts program is the **inclusion** and **interweaving** of the four strands of language arts (listening, speaking, reading, and writing) in **every course in the language arts curriculum**. Although one strand may be emphasized during a particular period of instruction, none of the other strands is to be ignored. (For example, speaking will naturally be stressed during particular instructional periods, but it should always be **combined** with instruction in reading, writing, and listening.)
2. **Genre** and **theme** will provide the basis for selection of literature and/or reading material in grades seven through nine. In the **eleventh** grade, reading selections will be drawn from **American literature**. In the **tenth** and **twelfth** grades, **English literature** will be taught during one year and **world literature** during the following year, depending on the needs of particular schools.
3. Thorough instruction is required in the content of this Course of Study, a document which provides adequate opportunities to master basic competencies required for graduation but which in no way limits skills development to minimum competencies. Indeed, course content and activities are required which challenge students to achieve optimum, not minimum, levels of language competencies.
4. Students must be provided remediation for any deficient skills on the sixth and ninth grade Alabama Basic Competency Tests in Reading and Language. If students master fewer than 75 percent of these competencies, it is

recommended they take a basic English class at the seventh and tenth grade levels.

5. Students who fail the Alabama High School Graduation Exam in the eleventh grade must be provided remediation on all skill deficiencies in Reading and Language. This may be accomplished in a Basic English class or in other ways at the discretion of the local systems. This remediation must be documented.
6. All students are required to take at least one language arts course each semester of the school year during grades seven through twelve.

SEVENTH GRADE

The seventh grade is a year of many transitions for students. The transition, as it occurs in the language arts curriculum, involves the development of higher levels of cognition. At the seventh grade level, students develop the ability to synthesize and apply many language skills learned in the earlier grades. The use of previously learned skills becomes a base on which more sophisticated skill development can occur. Core decoding and encoding skills have been taught in earlier grades so that students read and write independently with direction. They comprehend, at least on a literal level, much of what they listen to and can respond orally as they share their ideas.

The focus of instruction then is on the application of many skills in the context of an integrated approach to skills development in listening, speaking, reading, and writing. Integration (interweaving) of all of the language arts skill areas must occur at the seventh grade level, as well as at every other grade level beyond that. Balanced instruction in all four strands is essential. Listening and speaking skills cannot be developed incidentally or in isolation from reading and writing skills but must be addressed as intentionally as reading and writing skills. The composing process must continually be addressed, but it readily lends itself to the interweaving of the other strands of the language arts curriculum. Literature and reading skills fully interwoven with listening, speaking, and writing skills must be taught throughout this year.

Reading instruction may or may not continue through a basal program in seventh grade, but developmental reading skills which challenge students to read at or above grade level must be taught. Remediation in critical skills areas and minimum reading competencies must occur through exposure to good literature in most, if not all, of the genres. Practical and content reading skills development is also required. Students need opportunities to read aloud, to be read to, and to pursue independent reading. Themes and content appropriate to

this age group should be selected. Students in early adolescence enjoy reading animal tales, adventure stories, stories which involve growing up around the world, supernatural occurrences, and stories set in the past. They also need wide exposure to poetry.

The seventh grade reading skills include minimum competencies related to reading for practical purposes. Some of the skills are also study skills such as recognizing how a book or newspaper is organized. The skills range from skimming for information to recognizing literary devices. Varied reading strategies are taught for specific reading purposes. One major objective in seventh grade is to develop critical thinking skills by asking and responding to questions at varying levels of complexity.

Many oral communication skills can be developed along with literature study. Discussion and dramatic interpretation of literature should be emphasized. Oral and written book reports and tasks which lend themselves to the development of confidence and clear thinking should be abundant.

Writing frequently for a variety of purposes and audiences is crucial. Students need many opportunities to express personal thoughts and feelings. They also need many success-oriented options for responding to literature. Much of what they are writing can and should be shared orally and through dramatic interpretation. Correctness in writing is important, but fluency is also very important. Attention should be given to prewriting activities which facilitate the generation of ideas, assist students in organizing their ideas, and incorporate grammar study. Minimum language competencies cannot be mastered when taught in isolation. Facility with grammar and mechanics is acquired through application in writing and speaking, as well as through listening and reading.

The objectives and skills listed for grade seven may be taught in a variety of contexts. The introduction to the secondary section of this course of study provides a clear focus for overall implementation of an integrated program.

LISTENING SKILLS

GRADE: 7

Instructional Objectives	Skills To Be Taught
Students will	
I. Develop comprehension through listening to talks, poetry, drama, stories, etc.	1. Listen for the main idea of a selection. 2. Listen for contrasts between important and unimportant ideas. 3. Listen for explicitly stated details that support the main idea or point. 4. Listen for implicit meanings. 5. Listen for facts. 6. Listen for opinions. 7. Listen for causes. 8. Listen for effects. 9. Listen in order to visualize. 10. Listen for directions or instructions.
II. Recognize organizational elements in a selection/ presentation.	1. Listen for chronological or historical organization. 2. Listen for introductory statements.
III Enjoy listening to effective presentations such as a dramatic improvisation, scene, play, poem, or narrative excerpt.	1. Note nonverbal contributions to communication. 2. Recognize the effects of pause and volume changes. 3. Recognize total effect.
IV. Engage in attentive listening.	1. Adjust to distractions. 2. Pay attention although in disagreement. 3. Withhold disagreement until designated time(s). 4. Withhold questions until designated time(s).
V. Develop vocabulary through listening to poetry, drama, stories, classroom exercises, etc.	1. Listen for context clues to the meanings of unfamiliar words. 2. Listen in order to determine contextual meanings of multi-meaning words. 3. Listen for synonyms, antonyms, roots, affixes, homophones, etc. 4. Listen for appropriate use of words on vocabulary lists. 5. Listen for specialized terms related to careers. 6. Listen for explicit meanings of terms.

LISTENING SKILLS

GRADE: 7
(continued)

Instructional Objectives	Skills To Be Taught
Students will VI. Recognize basic elements of Standard English when Listening to oral exercised, as well as stories, plays, etc.	1. Listen for subject-verb agreement. 2. Develop a sense for completeness vs. sentence fragments. 3. Listen for effective use of verb tense and problems caused by shifts in tense. 4. Listen for use of correct verbs. 5. Listen for pronoun-antecedent agreement.

SPEAKING SKILLS

GRADE: 7

Instructional Objectives	Skills To Be Taught
Students will	
I. Develop confidence in speaking by . . .	
A. Engaging in increasingly demanding speaking situations.	1. Answer questions when called upon. 2. Volunteer answers. 3. Volunteer additional information in class discussions. 4. Report briefly on current events, personal experiences, or dreams during sleep.
B. Controlling anxiety.	1. Make frequent presentations. 2. Prepare adequately for presentations.
II. Develop the ability to vary the use of spoken language to suit different occasions in . . .	
A. Classroom oral interpretation.	1. Present poetry and prose in a manner that accurately and effectively conveys the meaning. 2. Present poetry and prose in choral reading.
B. Reports and other teacher-identified instances during class.	1. Apply basic elements of Standard English: .Use subject-verb agreement .Express ideas in complete sentences .Use Standard English syntax .Avoid use of double negatives .Use modifiers effectively .Avoid shifts in tense .Use pronoun-antecedent agreement .Use correct verbs .Use appropriate case forms of pronouns

Instructional Objectives	Skills To Be Taught
Students will II. Develop the ability to vary the use of spoken language to suit different occasions in . . .	
B. Report and other teacher-identified occasions during class. (continued)	2. Adjust vocabulary to fit the speaking situation. .Use vocabulary that describes .Use vocabulary that persuades .Use vocabulary that compares .Use vocabulary that contrasts .Use vocabulary that explains .Use vocabulary from content area textbooks .Use vocabulary from recreational reading materials .Check word usage(s) in reference sources .Use appropriate vocabulary to give intended connotation .Use vocabulary related to careers .Use vocabulary that occurs in daily life activities .Avoid slang and other informal usage in formal speaking situations
III. Share information, ideas, and beliefs effectively in . . .	
A. Informal reports. B. Oral book reports. C. Summarizing what is seen, read, heard.	1. Use clear enunciation. 2. Use accepted pronunciation. 3. Adjust voice volume. 4. Adjust speech tempo. 5. Make eye contact with audience. 6. Work to correct problems of voice and diction.

Instructional Objectives	Skills To Be Taught
Students will	
IV. Develop the ability to ask and answer questions coherently and concisely in . . .	
A. Teacher-student conferences.	1. Ask questions to clarify. 2. Ask questions which extend material covered.
B. Class and small group discussions.	3. Answer questions in complete sentences. 4. Eliminate extraneous information and verbalizations and give direct answers. 5. Tolerate the ideas of others though in disagreement. 6. Withhold judgement until designated time(s).
V. Improve interpersonal communication in . . .	
A. Social situations.	1. Make announcements. 2. Make introductions of a friend or relative. 3. Use accepted telephone speech patterns. 4. Initiate conversation.
B. Daily life/career-related situations.	1. Prepare for interviews. 2. Respond to interview questions. 3. Give effective, accurate directions.
VI. Recognize the value of improvisation, role playing, and play production as a means of expressing personal ideas and feelings, of understanding those of others, as a means of entertaining through . . .	
A. Improvisations	1. Act out a story being read. 2. Present an original story.

SPEAKING SKILLS

GRADE: 7
(continued)

Instructional Objectives	Skills To Be Taught
Students will VI. Recognize the value of improvisation, role playing, and play production as a means of expressing personal ideas and feelings, of understanding those of others, as a means of entertaining by . . . (continued)	
B. Role playing.	1. Plan briefly the appropriate attitude and language of an assigned role. 2. Interact with others in an unplanned situation.
C. Dramatic group presentations.	1. Memorize lines. 2. Practice inflection. 3. Learn and use stage directions. 4. Assist in simple set preparation. 5. Present drama to an audience.

READING/LITERATURE SKILLS

GRADE 7

Instructional Objectives	Skills To Be Taught
Students will	
I. Acquire a basic survival reading vocabulary.	1. Recognize words and phrases which occur in daily life situations to include social, economic, occupational, and health areas and understand the literal meanings of such words. 2. Recognize words from Wilson's Essential Vocabulary*, Dolch Word List*, Basic Competency Spelling List* as shown in Minimum Standards and Competencies for Alabama Schools and understand the literal meanings of such words.
II. Determine the meaning of words in various contexts.	1. Recognize literal meanings of daily life words. 2. Use context clues to determine word meanings. 3. Determine abstract meanings of words.
III. Determine word meanings from a knowledge of word parts by applying structural principles.	1. Use affixes to determine word meaning. 2. Recognize the meaning of common abbreviations and symbols. 3. Recognize compound words. 4. Recognize root words. 5. Recognize contractions. 6. Recognize hyphenated words. 7. Associate words which are the same or opposite (synonyms and antonyms). 8. Recognize homophones and hemographs.
IV. Acquire skill in using the dictionary.	1. Use guide words to locate specific words. 2. Use diacritical marks for pronunciation. 3. Identify the appropriate meaning of a multimeaning word. 4. Recognize syllable divisions in words. 5. Clarify contextual meaning with the dictionary meaning. 6. Note the meaning of secondary accent marks in a dictionary. 7. Note the alphabetical arrangements of dictionary words.

*See Appendix G

Instructional Objectives	Skills To Be Taught
Students will	
V. Locate materials and read for practical purposes.	1. Use alphabetical organization to locate information. 2. Know and use different sections of a book. 3. Know and use different sections of a newspaper. 4. Determine the main idea in a passage. 5. Find the who, what, where, when, why, and how information in a written passage. 6. Use maps, graphs, charts, and tables. 7. Read signs commonly found in the community. 8. Determine main ideas and details from selected material on personal and family money management and on nutrition. 9. Recognize and use various forms and application blanks. 10. Read for information from materials such as advertisements, yellow pages, labels, directions, and catalogues. 11. Read and follow written directions and instructions. 12. Use telephone directory correctly.
VI. Locate materials in the library.	1. Use reference books: encyclopedia, atlas, almanac, etc. 2. Use the card catalog to locate information.
VII. Read for literal and inferential comprehension.	1. Skim for information. 2. Scan for information. 3. Read for facts to gain knowledge. 4. Identify key words and main ideas. 5. Locate details that support the main idea. 6. Read critically. 7. Read to follow directions and instructions. 8. Distinguish between fiction and non-fiction. 9. Recognize dialogue as conversation. 10. Write a summary, a paraphrase, and/or a precis of written material.

READING/LITERATURE SKILLS

GRADE: 7
(continued)

Instructional Objectives	Skills To Be Taught
Students will	
VIII. Read and differentiate fact from opinion/ fantasy.	1. Distinguish fact from opinion. 2. Recognize propaganda devices: name-calling, slogans, testimonials, bandwagon. 3. Determine the author's purpose.
IX. Read and recognize basic elements of prose, poetry, and drama.	1. Find the who, what, where, when, why, and how of the story. 2. Identify main characters. 3. Identify plot. 4. Identify setting. 5. Recognize points of view: first person, etc. 6. Recognize literary devices such as metaphor, simile, allusion, personification, etc. 7. Write a summary, paraphrase, and/or precis of a literary work or parts of a work. 8. Explain the themes of literary works. 9. Produce written and oral reports on books.
X. Develop critical thinking skills.	1. Ask and respond to questions at varying levels of mental complexity: recall, comprehension, application, analysis, synthesis, and evaluation. 2. Ask and respond to convergent and divergent questions.

WRITING SKILLS

GRADE: 7

Instructional Objectives	Skills To Be Taught
Students will I. Write for specific purposes and occasions.	1. Write to discover personal thoughts and feelings. Representative compositions: Free writing* piece 2. Demonstrate in writing an understanding of what is read or heard. Representative compositions Summary* Paraphrase* Precis* 3. Write to express personal thoughts and feelings. Representative compositions: Journal Personal essay Friendly letter Personal response to literature Poem 4. Write an account of real or fictional events. Representative compositions: Skit Autobiographical sketch Narrative of actual experience 5. Write to explain or give factual information. Representative compositions: Narrative of observed event Biographical report News article Research report Process essay (directional) 6. Write descriptive pieces. Representative compositions: Classified ad to sell an article *See Glossary

WRITING SKILLS

GRADE: 7
(continued)

Instructional Objectives	Skills To Be Taught
Students will	
I. Write for specific purposes and occasions. (continued)	7. Write to persuade. Representative compositions: Advertisement of new product
II. Write for specific audiences.	1. Write for self. Representative compositions: Free writing* piece Journal or diary
	2. Write for others: friends, general public. Representative compositions: Letter Essay
	3. Distinguish differences in language, tone, and genre required to address various audiences on the same subject.
III. Generate or gather material for compositions that are suitable for particular purposes and audiences.	1. Employ writing as a means of generating material for a written composition. Representative methods: Free writing* Looping* Clustering* Reporter's formula* Listing* Brainstorming* Journal entries Problem solving* Notetaking
	2. Employ conversation as a means of generating material for written compositions. Representative methods: Peer conferencing* Interviewing* Class discussions

*See Glossary

Instructional Objectives	Skills To Be Taught
Students will III. Generate or gather material for compositions that are suitable for particular purposes and audiences. (continued)	3. Employ reading as a means of gathering material for written compositions. Representative methods: Informal research, i.e., taking notes, synthesizing material from sources, acknowledging sources within text Casual reading 4. Employ listening as a means of gathering material for a written composition. Representative genres: Lectures Media programs Discussions.
IV. Arrange materials gained in the discovery stage of the composing process to produce compositions appropriate for selected audiences, occasions, and purposes.	1. Order and arrange materials into a cohesive whole considering: .Genre (paragraphs, essays, letters, forms, creative works, etc.) .Outlining .Imitation .Research .Grammar and mechanics
V. Demonstrate a knowledge of how genre determines the shape of compositions.	1. Write paragraphs with topic sentences, adequate development, supporting evidence, unity, and coherence. Types of paragraphs: Description Narration Cause/effect Comparison/contrast Definition Combination of methods 2. Write compositions with adequate development, unity, and coherence. Types of essays: Descriptive (spatial development) Narrative (chronological order) Expository (sequential/logical order) Persuasive (logical order)

*See Glossary

Instructional Objectives	Skills To Be Taught
Students will	
V. Demonstrate a knowledge of how genre determines the shape of compositions. (continued)	3. Write friendly or business letters in proper form. Types of letters: General friendly letter General business letter
	4. Write creative works. Short story Poem
	5. Fill in school-related forms.
VI. Use formal outline in arranging material for expository/argumentative compositions.	1. Write topic outline.
	2. Write sentence outline.
	3. Write outline based on readings for research purposes.
VII. Write transitions within and between units of discourse.	1. Write effective transitions within units of discourse.
	2. Write effective transitions between unit of discourse (especially between paragraphs).
VIII. Select the most effective diction for particular purposes within a composition.	1. Use effective diction.
	2. Use the dictionary effectively.
	3. Incorporate into compositions vocabulary gained through reading and word study.
IX. Compose research reports and papers.	1. Incorporate secondary material into personal compositions.
	2. Avoid plagiarism by proper quotation and documentation of sources, using prescribed form.
X. Demonstrate knowledge of grammar and mechanics so as to show their connection to the shaping of thought and organizing of compositions.	1. Observe basic rules of grammar in writing. .Write declarative, interrogative, imperative, exclamatory sentences. .Write simple, compound sentences. .Write sentences of various patterns and lengths.

WRITING SKILLS

GRADE: 7
(continued)

Instructional Objectives	Skills To Be Taught
Students will X. Demonstrate knowledge of grammar and mechanics so as to show their connection to the shaping of thought and organizing of compositions. (continued)	1. Observe basic rules of grammar in writing. (continued) .Combine sentences to achieve coordination. .Use independent clauses. .Use coordinating conjunctions. .Use correct subject-verb agreement. .Use nouns/pronouns as subject, direct object, appositive, predicate nominative, indirect object, noun of address, noun of exclamation, object of preposition. .Use of verbs correctly in present, past, future, perfect tenses. .Use correct forms of adjectives and adverbs. .Use compound subjects and verbs in sentences. 2. Observe basic rules of spelling. 3. Observe basic rules of punctuation in writing. .Use end marks correctly, including periods, exclamation marks, question marks. .Use periods after initials/abbreviations. .Use commas correctly, including items in a series, dates, addresses, nouns of direct address, salutations and closings of letters, appositives, compound sentences, interruptive words and phrases, direct quotations. .Use apostrophes in contractions/possessive nouns/plurals of letters and numbers. .Use colons correctly, including time, salutations of business letters, lists, before long quotations, elaboration of point of view. .Use quotation marks correctly, including direct quotes, dialogue, titles. .Use hyphens correctly, including word division, compound words, numbers.

Instructional Objectives	Skills To Be Taught
Students will	
X. Demonstrate knowledge of grammar and mechanics so as to show their connection to the shaping of thought and organizing of compositions. (continued)	3. Observe basic rules of punctuation in writing. (continued) .Use italics/underlining correctly, including titles or names of books, plays, newspapers, etc. 4. Observe basic rules of capitalization in writing, including first word of sentences, proper nouns, word in titles.
XI. Revise and proofread personal written work.	1. Use criticism of earlier draft to improve later draft. .Based on critique of teacher/other adults. .Based on critique of peers. .Based on self-criticism. .Using checklist provided by teacher. 2. Make writing more effective by .Changing pattern of organization. .Developing ideas further. .Combining sentences. .Changing structure within sentences. .Substituting a more effective word. .Rewriting passages having violations of tone. .Making awkard passages read more smoothly. .Correcting grammatical, spelling, and mechanical errors.
XII. Master all language skills required in Minimum Standards and Competencies for Alabama Schools.	

EIGHTH GRADE

The development of the ability to synthesize and apply integrated language arts skills continues in the eighth grade. Students at this grade level should be challenged to use multiple language skills to achieve a task or to master a specific learning objective. The major focus of eighth grade instruction is to provide practice in applying skills through content appropriate to this grade level.

Instruction should help students become proficient in comprehending longer and more complex reading assignments, in effectively responding orally and in writing to a wider range of questions and topics, and in attending to and understanding more of what they hear. Balanced treatment of the four strands of the language arts (listening, speaking, reading, and writing) must occur at this grade level.

Reading instruction should include exposure to folklore, mythology, the short story, drama, biography, and the novel. Eighth graders still benefit from having good literature read to them. Dramatic expression and oral interpretation of literature should be stressed. Open-ended discussions should be designed to help students make literal, inferential, evaluative, and appreciative responses to literature. Opportunities to respond to literature in writing should take precedence over worksheets which require one-word or short-answer responses. Developmental reading programs which help students to read at or above grade level should be incorporated in all of the middle grades, including eighth.

Writing must be taught as a process which includes prewriting, writing, revising, and editing. Instruction in isolated grammar skills does not teach writing. Minimum language competencies can and should be taught with a focus on their application in writing. Students need to write for real audiences in various modes and learn to value mechanics through editing for themselves.

The objectives and skills listed for eighth grade provide a framework for an integrated approach to development of all required language arts skills.

LISTENING SKILLS

GRADE: 8

Instructional Objectives	Skills To Be Taught
Students will	
I. Develop comprehension through listening to dramatic group presentations, class discussions, stories, poems, instructions, reports, etc.	1. Listen for the main idea of a selection. 2. Listen for contrasts between important and unimportant ideas. 3. Listen for explicitly stated details that support the main idea or point. 4. Listen for facts. 5. Listen for opinions. 6. Listen for implicit meanings. 7. Listen for causes. 8. Listen for effects. 9. Listen in order to visualize. 10. Listen for directions or instructions.
II. Respond critically to argument.	1. Recognize tone in a talk or short story. 2. Listen for details to support a conclusion. 3. Note evidence and sources of evidence to support advertising claims.
III. Recognize organizational elements in a selection/ presentation.	1. Listen for chronological or historical organization. 2. Listen for introductory statements. 3. Listen for concluding statements.
IV. Enjoy listening to effective presentations such as dramatic improvisations, scenes, plays, poems, or narrative excerpts.	1. Note nonverbal contributions to communication. 2. Recognize the effects of pause, volume, and pitch. 3. Recognize total effect.
V. Engage in attentive listening.	1. Adjust to distractions. 2. Pay attention although in disagreement. 3. Withhold disagreement until designated time(s). 4. Withhold questions until designated time(s).

LISTENING SKILLS

GRADE: 8
(continued)

Instructional Objectives	Skills To Be Taught
Students will	
VI. Develop vocabulary through listening to poetry, drama, stories, classroom exercises, etc.	1. Listen for context clues to the meanings of unfamiliar words. 2. Listen in order to determine contextual meanings of multimeaning words. 3. Listen for synonyms, antonyms, roots, affixes, homophones, etc. 4. Listen for new vocabulary terms from subject matter textbooks. 5. Listen for appropriate uses of words on vocabulary lists. 6. Listen for specialized terms related to careers. 7. Listen for explicit meanings of terms.
VII. Recognize basic elements of Standard English when listening to oral exercises as well as stories, plays, reports, etc.	1. Listen for subject-verb agreement. 2. Develop a sense of completeness vs. sentence fragments. 3. Listen for effective use of verb tense and problems caused by shifts in tense. 4. Listen for use of correct verbs. 5. Listen for pronoun-antecedent agreement.

SPEAKING SKILLS

GRADE: 8

Instructional Objectives	Skills To Be Taught
Students will	
I. Develop confidence in speaking by . . .	
A. Engaging in increasingly demanding speaking situations.	1. Answer questions when called upon. 2. Volunteer answers. 3. Volunteer additional information in class discussions. 4. Ask questions to clarify. 5. Participate in small group discussion. 6. Report briefly on current events, personal experiences, aspirations, and dreams during sleep. 7. Tell a joke or personal anecdote.
B. Controlling anxiety.	1. Make frequent presentations. 2. Prepare adequately for presentations. 3. Become familiar with correct procedures.
II. Develop the ability to vary the use of spoken language to suit different occasions in . . .	
A. Classroom oral interpretation.	1. Present poetry and prose in a manner that augments the printed word and accurately and effectively conveys meaning. 2. Present poetry and prose effectively in choral reading. 3. Use dialect selectively and effectively.
B. Impromptu speeches, reports, and on other teacher-identified occasions during class.	1. Apply basic elements of Standard English: .Use subject-verb agreement .Express ideas in complete sentences .Use Standard English syntax .Avoid use of double negatives .Use modifiers effectively .Avoid shifts in tense .Use pronoun-antecedent agreement .Use correct verb(s) .Use appropriate case forms of pronouns

SPEAKING SKILLS

GRADE: 8
(continued)

Instructional Objectives	Skills To Be Taught
Students will II. Develop the ability to vary the use of spoken language to suit different occasions in . . .	
B. Impromptu speeches, reports, and other teacher-identified occasions during class. (continued)	2. Adjust vocabulary to fit the speaking situation. .Use vocabulary that describes .Use vocabulary that persuades .Use vocabulary that compares .Use vocabulary that contrasts .Use vocabulary that explains .Use vocabulary terms from content area textbooks .Use vocabulary from recreational reading materials .Check word usage(s) in references sources .Use appropriate vocabulary to give intended connotation .Use vocabulary related to careers .Use vocabulary that occurs in daily life activities .Avoid slang and other informal usage in formal speaking situations
III. Share information, ideas, and beliefs effectively in . . .	
A. Informal reports. B. Impromptu speeches. C. Oral book reports. D. Summaries of what is seen, read, or heard.	1. Conceive and develop ideas. 2. Choose and organize related ideas. 3. Use clear enunciation. 4. Use accepted pronunciation. 5. Adjust voice volume. 6. Adjust voice pitch. 7. Adjust speech tempo. 8. Make eye contact with audience. 9. Use gestures effectively. 10. Work to correct problems of voice and diction.

Instructional Objectives	Skills To Be Taught
Students will IV. Develop the ability to ask and answer questions coherently and concisely in . . .	
A. Teacher-student conferences.	1. Ask questions to clarify. 2. Ask questions which extend material covered.
B. Class and small group discussions.	3. Use phrases from assigned material to orient the listener. 4. Answer questions in complete sentences. 5. Phrase questions mentally or on paper before verbalizing. 6. Eliminate extraneous information and verbalizations and give direct answers. 7. Answer portion of questions that <u>can</u> be answered and indicate specific portions that <u>cannot</u> be answered. 8. Tolerate ideas of others though in disagreement. 9. Withhold judgement until designated time(s).
V. Improve interpersonal communication in . . .	
A. Social situations.	1. Make announcements. 2. Make introductions of a friend or relative. 3. Use accepted telephone speech patterns. 4. Initiate and sustain conversation. 5. Express congratulations.
B. Daily life/career-related situations.	1. Prepare for interviews. 2. Respond to interview questions. 3. Think quickly or "think on one's feet." 4. Give effective, accurate directions or instructions.

Instructional Objectives	Skills To Be Taught
Students will VI. Recognize the value of improvisation, role playing, and play production as a means of expressing personal ideas and feelings, of understanding those of others, as a means of entertaining through . . .	
A. Improvisations.	1. Act out a story being read. 2. Present an original story.
B. Role playing	1. Plan briefly the appropriate attitude and language of an assigned role. 2. Interact with others in an unplanned situation.
C. Dramatic group presentations.	1. Memorize lines. 2. Practice various inflections. 3. Learn and use stage directions. 4. Assist in simple set preparation. 5. Develop stage presence. 6. Present drama to an audience.

READING/LITERATURE SKILLS

GRADE: 8

Instructional Objectives	Skills To Be Taught
Students will	
I. Acquire a basic survival reading vocabulary.	1. Recognize words and phrases which occur in daily life situations to include social, economic, occupational, and health areas and understand the literal meanings of such words. 2. Recognize words from Wilson's Essential Vocabulary*, Dolch Word List*, Basic Competency Spelling List* as shown in Minimum Standards and Competencies for Alabama Schools and understand the literal meanings of such words.
II. Determine the meaning of words in various contexts.	1. Recognize literal meanings of daily life words. 2. Use context clues to determine words meanings. 3. Determine abstract meanings of words.
III. Determine word meanings from a knowledge of word parts by applying structural principles.	1. Use affixes to determine word meaning. 2. Recognize the meaning of common abbreviations and symbols. 3. Recognize compound words. 4. Recognize root words. 5. Recognize contractions. 6. Recognize hyphenated words. 7. Associate words which are the same or opposite (synonyms and antonyms).
IV. Acquire skill in using the dictionary.	1. Use guide words to locate specific words. 2. Use diacritical marks for pronunciation. 3. Identify the appropriate meaning of a multimeaning word. 4. Recognize syllabic divisions in words. 5. Clarify contextual meaning with the dictionary meaning. 6. Note the meaning of secondary accent marks in a dictionary. 7. Note the alphabetical arrangements of dictionary words.
	*See Appendix G

Instructional Objectives	Skills To Be Taught
Students will	
V. Locate materials and read for practical purposes.	1. Use alphabetical organization to locate information. 2. Know and use different sections of a book. 3. Know and use different section of a newspaper. 4. Determine the main idea in a passage. 5. Find the who, what, where, when, why, and how information in a written passage. 6. Use maps, graphs, charts, and tables. 7. Read signs commonly found in the community. 8. Determine main ideas and details from selected material on personal and family money management and on nutrition. 9. Recognize and use various forms and application blanks. 10. Read for information from materials such as advertisements, yellow pages, labels, directions, and catalogues. 11. Read and follow written directions and instructions. 12. Use telephone directory correctly.
VI. Locate materials in the library.	1. Use reference books: encyclopedia, atlas, almanac, etc. 2. Use the card catalog to locate information.
VII. Read for literal and inferential comprehension.	1. Skim for information. 2. Scan for information. 3. Read for facts to gain knowledge. 4. Identify key words and main ideas. 5. Locate details that support the main idea. 6. Read critically. 7. Read to follow directions and instructions. 8. Distinguish between fiction and non-fiction. 9. Recognize dialogue as conversation. 10. Write a summary, a paraphrase, and/or a precis of written material.

Instructional Objectives	Skills To Be Taught
Students will	
VIII. Read and differentiate fact from opinion/ fantasy.	1. Distinguish fact from opinion. 2. Recognize propaganda devices: name-calling, slogans, testimonials, bandwagon. 3. Determine the author's purpose.
IX. Read and recognize basic elements of prose, poetry, and drama.	1. Find the who, what, where, when, why, and how of the story. 2. Identify main characters. 3, Identify plot. 4. Identify setting. 5. Recognize points of view: first person, etc. 6. Recognize literary devices such as metaphor, simile, allusion, personification, etc. 7. Write a summary, paraphrase, and/or precis of a literary work or parts of a work. 8. Explain the theme of literary works. 9. Produce written and oral reports on books.
X. Develop critical thinking skills.	1. Ask and respond to questions at varying levels of mental complexity: recall, comprehension, application, analysis, synthesis, and evaluation. 2. Ask and respond to convergent and divergent questions.

WRITING SKILLS

GRADE: 8

Instructional Objectives	Skills To Be Taught
Students will I. Write for specific purposes and occasions.	1. Write to discover personal thoughts and feelings. Representative compositions: Free writing* piece 2. Demonstrate in writing an understanding of what is read or heard. Representative compositions: Summary* Paraphrase* Precis* 3. Write to express personal thoughts and feelings. Representative compositions: Journal Personal essay Friendly letter Personal response to literature Poem 4. Write an account of real or fictional events. Representative compositions: Feature article Short story Narrative of actual experience 5. Write to explain or give factual information. Representative compositions: Research report Character study based on work of literature Business letter of complaint 6. Write descriptive pieces. Representative compositions: Description of a real, imaginary, or fictional person *See Glossary

Instructional Objectives	Skills To Be Taught
Students will	
I. Write for specific purposes and occasions. (continued)	7. Write to persuade. Representative compositions: Letter to the editor
II. Write for specific audiences.	1. Write for self. Representative compositions: Free writing* piece Journal or diary
	2. Write for others: friends, general public. Representative compositions: Letter Essay
	3. Distinguish differences in language, tone, and genre required to address various audiences on the same subject.
III. Generate or gather material for compositions that are suitable for particular purposes and audiences.	1. Employ writing as a means of generating material for a written composition. Representative methods: Free writing* Looping* Clustering* Self interview* Reporter's formula* Listing* Brainstorming* Journal entries Problem solving* Notetaking
	2. Employ conversation as a means of generating material for written compositions. Representative methods: Peer conferencing* Interviewing* Class discussions

*See Glossary

WRITING SKILLS

GRADE: 8
(continued)

Instructional Objectives	Skills To Be Taught
Students will III. Generate or gather material for compositions that are suitable for particular purposes and audiences. (continued)	3. Employ reading as a means of gathering material for a written composition. Representative methods: Informal research, i.e., taking notes, synthesizing material from sources, acknowledging sources within text. Casual reading 4. Employ listening as a means of gathering material for a written composition. Representative genres: Lectures Media programs Discussions
IV. Arrange materials gained in the discovery stage of the composing process to produce compositions appropriate for selected audiences, occasions, and purposes.	1. Order and arrange materials into a cohesive whole considering: .Genre (paragraphs, essays, letters, forms, creative works, etc.) .Outlining .Imitation .Research .Grammar and mechanics
V. Demonstrate a knowledge of how genre determines the shape of compositions.	1. Write paragraphs with topic sentences, adequate development, supporting evidence, unity, coherence. Types of paragraphs: Process (directional*) Cause/effect Comparison/contrast Combination of methods 2. Write compositions with adequate development, unity, coherence. Types of essays: Descriptive (spatial development) Narrative (chronological order) Expository (sequential/logical order) Persuasive (logical order)

*See Glossary

WRITING SKILLS

GRADE: 8
(continued)

Instructional Objectives	Skills To Be Taught
Students will	
V. Demonstrate a knowledge of how genre determines the shape of compositions. (continued)	3. Write friendly or business letters in proper form. Types of letters: General friendly letter General business letter Request for information Letter to the editor 4. Write creative works. .Short story .Poem 5. Fill in forms. .School forms .Application for learner's permit .Application for driver's license .Employee's withholding exemption .Selling permit .Change of address .Social security application .Check stub, deposit slip .Job application
VI. Use formal outline in arranging material for expository/argumentative compositions.	1. Write topic outline. 2. Write sentence outline. 3. Write outline based on readings for research purposes.
VII. Write transitions within and between units of discourse.	1. Write effective transitions within units of discourse. 2. Write effective transitions between units of discourse (especially between paragraphs).
VIII. Choose the most effective diction for particular purposes within a composition.	1. Use effective diction. 2. Use the dictionary effectively. 3. Incorporate into compositions vocabulary gained through reading and word study.

Instructional Objectives	Skills To Be Taught
Students will IX. Compose research reports and papers.	1. Incorporate secondary material into personal compositions. 2. Avoid plagiarism by proper quotation and documentation of sources, using prescribed form.
X. Demonstrate knowledge of grammar and mechanics so as to show their connection to the shaping of though and organizing of compositions.	1. Observe basic rules of grammar in writing. .Write declarative, interrogative, imperative, exclamatory sentences. .Write simple, compound sentences. .Write sentences of various patterns and lengths. .Combine sentences to achieve coordination. .Use independent clauses. .Use coordinating conjunctions. .Use correct subject-verb agreement. .Use nouns/pronouns as subject, direct object, appositive, predicate nominative, indirect object, noun of address, noun of exclamation, object of preposition. .Use verbs correctly in present, past, future, perfect tenses. .Use correct forms of adjectives and adverbs. .Use compound subjects and verbs in sentences. 2. Observe basic rules of spelling. 3. Observe basic rules of punctuation in writing. .Use end marks correctly, including periods, exclamation marks, question marks. .Use periods after initials/ abbreviations. .Use commas correctly, including items in a series, dates, addresses, nouns of direct address, salutations and closings of letters, appositives, compound sentences, interruptive words and phrases, direct quotations.

WRITING SKILLS

GRADE: 8
(continued)

Instructional Objectives	Skills To Be Taught
Students will	
X. Demonstrate a knowledge of grammar and mechanics so as to show their connection to the shaping of thought and organizing of compositions. (continued)	3. Observe basic rules of punctuation in writing. (continued) .Use apostrophes in contractions/ possessive nouns/plurals of letters and numbers. .Use colons correctly, including time, salutations of business letters, lists, before long quotations, elaboration of point of view. .Use quotation marks correctly, including direct quotes, dialogue, titles. .Use hyphens correctly, including word division, compound words and numbers. .Use italics/underlining correctly, including titles or names of books, plays, newspapers, etc. 4. Observe basic rules of capitalization in writing, including first word in sentence, proper nouns, words in titles.
XI. Review and proofread Personal written work.	1. Use criticism of earlier draft to improve later draft. .Based on critique of teacher/other adults. .Based on critique of peers. .Based on self-criticism. .Using checklist provided by teacher. 2. Make writing more effective by .Changing pattern of organization. .Developing ideas further. .Combining sentences. .Changing structure within sentences. .Substituting a more effective word. .Rewriting passages having violations of tone. .Making awkward passages read more smoothly. .Correcting grammatical, spelling, and mechanical errors.

WRITING SKILLS

GRADE: 8
(continued)

Instructional Objectives	Skills To Be Taught
Students will XII. Master all language skills required in Minimum Standards and Competencies for Alabama Schools.	

NINTH GRADE

Ninth graders should be given adequate opportunities to master and go beyond minimum standards and competencies. All of the grade nine language arts competencies included in the Alabama Basic Competency Test should be mastered. Instruction in all of the language arts areas, as outlined by the objectives and skills which follow, will provide a balanced program that gives an adequate treatment of minimum competencies and goes beyond them as well.

Ninth graders have varied achievement levels. In the elementary and middle grades, instruction in reading depends heavily on those achievement levels. Since the use of basal reading programs ends at the middle school level, the nature of reading instruction changes in ninth grade. Determining the extent to which ninth graders can read and comprehend materials selected for instruction is a critical task for the English teacher. Assessing writing proficiency is also necessary. No specific works of literature are suggested, but students should have in-depth study of representative good literature. In-depth study of the novel is suggested but all genres should be surveyed.

As literatuure is chosen, classics, as well as high interest reading themes of interest to students in middle adolescence, should be selected. These themes include adventure, biography, mythical romances, sports stories, stories of adolescent life, and historical stories and novels. Through exposure to literature, students should achieve proficiency in identifying the basic elements of prose, poetry, and drama; in making inferences; in summarizing and paraphrasing; and in responding orally and in writing to what they read.

Instruction which seeks an effective blending of literature and writing includes a variety of selections and a wide range of options for written response. Students need direction in moving through the writing process just as they need direction in comprehending, analyzing, and evaluating what they read.

Many high school English classes fail to interweave language arts skills adequately. A semester of literature followed by a semester of grammar and a few writing assignments has been the norm. The concurrent development of skills is the focus of all secondary language arts courses. When literature and practical reading skills are being emphasized, the teacher must ensure that listening, speaking, and writing skills receive attention. Students should not have a semester void of reading.

Critical thinking skills can be developed through many language arts activities. Activities should be planned that require students to gather, synthesize, and evaluate ideas and information through practical and challenging content. Analytical listening skill development is increasingly essential in the high school years. Listening skills have been neglected in the English class. Direct instruction in listening skills is extremely important in an age of electronic media. The development of the ability to select and comprehend information and apply that information for personal use must be a major concern for the secondary English teacher.

LISTENING SKILLS

GRADE: 9

Instructional Objectives	Skills To Be Taught
Students will	
I. Develop comprehension through listening to dramatic group presentations, class discussions, poems, stories, reports, instructions, etc.	1. Listen for main idea of a selection. 2. Listen for contrasts between important and unimportant ideas. 3. Listen for explicitly stated details that support the main idea or point. 4. Listen for implicit meanings. 5. Listen for facts. 6. Listen for opinions. 7. Listen for causes. 8. Listen for effects. 9. Listen in order to visualize. 10. Listen for directions or instructions. 11. Listen for rhetorical techniques*. 12. Listen in order to determine the purpose or intent of a selection, author, or speaker. 13. Listen to identify the elements of drama: plot, character, dialogue, setting.
II. Respond critically to argument.	1. Recognize the effect of tone and body language on meaning. 2. Recognize well-supported argument and common logical fallacies.
III. Recognize organizational elements in a selection/ presentation.	1. Listen for chronological or historical organization. 2. Listen for introductory statements. 3. Listen for transitional statements. 4. Listen for climactic statements. 5. Listen for concluding statement(s).
IV. Enjoy listening to effective presentations such as book reports, plays, jokes, etc.	1. Note nonverbal contributions. 2. Recognize the effect of pause, volume, 3. Note the value of effective articulation.

*See Glossary

LISTENING SKILLS

GRADE: 9
(continued)

Instructional Objectives	Skills To Be Taught
Students will	
V. Engage in attentive listening.	1. Adjust to distractions. 2. Pay attention although in disagreement. 3. Withhold disagreement until designated time(s).
VI. Develop vocabulary through listening to informal debates, lectures, dramatic group presentations, reports, etc.	1. Listen for context clues to the meanings of unfamiliar words. 2. Listen in order to determine contextual meanings of multimeaning words. 3. Listen for synonyms, antonyms, roots, affixes, homophones, etc. 4. Listen for new vocabulary terms from subject matter textbooks. 5. Listen for appropriate uses of words on vocabulary lists. 6. Listen for specialized terms related to careers. 7. Listen for explicit meanings of terms. 8. Listen for new terms or previous vocabulary words used in lectures, class discussions, media presentations, etc.
VII. Recognize basic elements of Standard English when listening to oral exercise, reports, stories, plays, etc.	1. Listen for subject-verb agreement. 2. Develop a sense of completeness vs. sentence fragments. 3. Listen for effective use of verb tense and problems caused by shifts in tense. 4. Listen for correct use of verbs. 5. Listen for pronoun-antecedent agreement. 6. Listen for proper case form of pronouns.

SPEAKING SKILLS

GRADE: 9

Instructional Objectives	Skills To Be Taught
Students will	
I. Develop confidence in speaking by . . .	
A. Engaging in increasingly demanding speaking situations.	1. Answer questions when called upon. 2. Volunteer answers. 3. Volunteer additional information in class discussions. 4. Ask questions to clarify. 5. Discuss an issue in pairs. 6. Participate in small group discussions. 7. Read own writing to classmates. 8. Report on current events. 9. Tell a joke or personal anecdote. 10. Tell a legend or folk tale. 11. Give an informal speech. 12. Present a demonstration speech. 13. Participate in a panel discussion.
B. Controlling anxiety.	1. Make frequent presentations. 2. Make adequate preparation. 3. Become familiar with procedure. 4. Follow suggested techniques (i.e., deep breaths, positive images, etc.)
II. Develop the ability to vary the use of spoken language to suit different occasions in . . .	
A. Reader's Theatre or classroom oral interpretation.	1. Present poetry and prose in a manner that augments the printed word and conveys the author's meaning. 2. Present poetry and prose effectively in choral reading. 3. Use dialect selectively and effectively.
B. Informal speeches and reports, during informal debate, and at teacher-identified times during classroom procedures.	1. Apply basic elements of Standard English. .Use subject-verb agreement. .Express ideas in complete sentences. .Use Standard English syntax. .Avoid the use of double negatives. .Use modifiers effectively.

SPEAKING SKILLS

GRADE: 9
(continued)

Instructional Objectives	Skills To Be Taught
Students will II. Develop the ability to vary the use of spoken language to suit different occasions in . . . B. Informal speeches and reports, during informal debate, and at teacher-identified times during classroom procedures. (continued)	.Avoid shifts in tense. .Use pronoun and antecedent agreement. .Use correct verb(s). .Use appropriate case forms of pronouns. 2. Adjust vocabulary to fit the speaking situation. .Use vocabulary that describes. .Use vocabulary that persuades. .Use vocabulary that compares. .Use vocabulary that contrasts. .Use vocabulary that explains. .Use vocabulary terms from content area textbooks. .Use vocabulary from recreational reading materials. .Check word usage(s) in reference sources. .Use appropriate connotative vocabulary. .Use vocabulary related to careers. .Use vocabulary that occurs in daily life activities. .Avoid slang and other informal usage in formal speaking situations. .Use dialect selectively and appropriately. 3. Follow rules and form of debate. 4. Paraphrase.

SPEAKING SKILLS

GRADE: 9
(continued)

Instructional Objectives	Skills To Be Taught
Students will	
III. Share information, ideas and beliefs effectively in . . .	
A. Informal reports.	1. Conceive and develop ideas.
	2. Choose and organize related ideas.
B. Impromptu speeches.	3. Speak from notes.
	4. Speak without notes.
C. Formal speeches.	5. Recite from memory.
	6. Summarize what has been read, seen, or heard.
D. Oral book reports.	7. Use clear enunciation.
	8. Use accepted pronunciation.
E. Summaries.	9. Adjust voice volume.
	10. Adjust voice pitch.
	11. Adjust voice tone.
	12. Adjust speech tempo.
	13. Make eye contact with audience.
	14. Pause when needed for clarity or effect.
	15. Use gestures and other nonverbal communication effectively.
	16. Work to correct problems of voice and diction.
	17. Develop sensitivity to the audience.
IV. Develop the ability to ask and answer questions coherently and concisely; to engage critically and constructively in the exchange of ideas in . . .	
A. Teacher-student conferences.	1. Ask questions to clarify.
	2. Ask questions which extend covered material.
B. Class and small group discussions.	3. Use phrases from the assigned material to orient the listener.
	4. Answer questions in complete sentences.
C. Discussions of students' compositions.	5. Phrase questions mentally or on paper before verbalizing.
	6. Eliminate extraneous information and verbalization and give direct answers.

SPEAKING SKILLS

GRADE: 9
(continued)

Instructional Objectives	Skills To Be Taught
Students will	
IV. Develop the ability to ask and answer questions coherently and concisely; to engage critically and constructively in the exchange of ideas in . . . (continued)	
A. Teacher-student conferences.	7. Answer portions of questions that one can answer and indicate specific portions that one cannot answer.
B. Class and small group discussions.	8. Tolerate the ideas of others even when in disagreement. 9. Withhold judgement and questions until designated time(s).
C. Discussions of students' compositions.	
V. Improve interpersonal communication in . . .	
A. Social situations.	1. Make announcements. 2. Make introductions of friends or relatives. 3. Use accepted telephone speech patterns. 4. Initiate and sustain conversations. 5. Express congratulations.
B. Practical situations.	1. Prepare for interviews. 2. Respond to interview questions. 3. Think quickly or "think on one's feet." 4. Give clear directions. 5. Make a request. 6. Deliver a message.
VI. Engage appropriately in parliamentary procedure in . . .	
A. Simulated business situations.	1. Follow order and precedence of order. 2. Respect rights of individuals and the will of the majority.
B. Actual class business sessions.	3. Frame motions and amendments.

SPEAKING SKILLS

GRADE: 9
(continued)

Instructional Objectives	Skills To Be Taught
Students will	
VII. Recognize the value of improvisation, role playing, and play production as a means of expressing one's ideas and feelings, of understanding those of others, and as a means of entertaining in . . .	
A. Improvisation.	1. Act out a story being read. 2. Present an original story.
B. Role playing.	1. Plan briefly the appropriate attitude and language of an assigned role. 2. Interact with others in an unpracticed situation.
C. Dramatic group presentations.	1. Memorize lines. 2. Practice various inflections. 3. Learn and use stage directions. 4. Assist in simple set preparation. 5. Develop stage presence. 6. Present drama to an audience.

READING/LITERATURE SKILLS

GRADE: 9

Instructional Objectives	Skills To Be Taught
Students will	
I. Acquire a basic survival reading vocabulary.	1. Recognize words and phrases which occur in daily life situations to include social, economic,, occupational, and health areas and understand the literal meanings of such words. 2. Recognize words from Wilson's Essential Vocabulary*, Dolch Word List*, Basic Competency Spelling List* as shown in Minimum Standards and Competencies for Alabama Schools and understand the literal meanings of such words. 3. Decode words and interpret graphs in various contexts, i.e., literary and recreational literature.
II. Determine the meaning of words in various contexts.	1. Recognize literal meanings of daily life words. 2. Use context clues to determine word meanings. 3. Determine abstract meanings of words.
III. Determine word meanings from a knowledge of word parts by applying structural principles.	1. Use affixes to determine word meaning. 2. Recognize the meanings of common abbreviations and symbols. 3. Recognize compound words. 4. Recognize root words. 5. Recognize contractions. 6. Recognize hyphenated words. 7. Associate words which are the same or opposite in meaning (synonyms and antonyms). 8. Recognize homophones and homographs.
IV. Acquire skill in using the dictionary.	1. Use guide words to locate specific words. 2. Use diacritical marks for pronunciation. 3. Identify the appropriate meaning of a multimeaning word. 4. Recognize syllabic divisions in words.

*See Appendix G

READING/LITERATURE SKILLS

GRADE: 9
(continued)

Instructional Objectives	Skills To Be Taught
Students will	
IV. Acquire skill in using the dictionary. (continued)	5. Clarify contextual meaning with the dictionary meaning. 6. Note the meaning of secondary accent marks in a dictionary. 7. Note the alphabetical arrangements of dictionary words. 8. Note etymology.
V. Locate materials and read for practical purposes.	1. Use alphabetical organization to locate information. 2. Know the uses of the different sections of a book. 3. Know the uses of the different sections of a newspaper. 4. Determine the main idea in a passage. 5. Find the who, what, where, when, why, and how information in a written passage. 6. Use maps, graphs, charts, and tables. 7. Read signs commonly found in the community. 8. Determine main ideas and details from selected materials on personal and family money management and on nutrition. 9. Recognize and use various forms and application blanks. 10. Read for information from materials such as advertisements, yellow pages, labels, directions, and catalogues. 11. Read and follow written directions and instructions. 12. Use telephone directory correctly.
VI. Locate materials in the library.	1. Know how books of fiction are arranged on the shelves. 2. Be familiar with the Dewey Decimal System and/or other cataloging systems. 3. Use card catalog to locate materials. 4. Be familiar with <u>The Reader's Guide to Periodical Literature.</u> 5. Find information in an encyclopedia.

READING/LITERATURE SKILLS

GRADE: 9
(continued)

Instructional Objectives	Skills To Be Taught
Students will	
VI. Locate materials in the library. (continued)	6. Use the atlas and the almanac. 7. Select appropriate reference sources. 8. Get information from books or magazines as the basis of a report.
VII. Read for literal and inferential comprehension.	1. Skim for information. 2. Scan for information. 3. Read to gain knowledge and to form personal responses. 4. Identify key words and main ideas. 5. Locate details that support the main idea, 6. Read critically. 7. Read to follow directions and instructions. 8. Distinguish between fiction and non-fiction. 9. Recognize dialogue as conversation. 10. Write a summary, a paraphrase, and/or a precis of written material.
VIII. Read and differentiate fact from opinion/ fantasy.	1. Distinguish fact from opinion. 2. Recognize propaganda devices: name-calling, slogans, testimonials, band-wagon. 3. Determine the author's purpose.
IX. Read and recognize basic elements of prose, poetry, and drama.	1. Find the who, what, where, when, why, and how of the story. 2. Identify main characters and secondary characters. 3. Identify plot. 4. Identify setting. 5. Recognize points of view: first person, etc. 6. Recognize literary devices such as metaphor, simile, allusion, personi-fication, etc. 7. Explain the themes of literary works. 8. Describe the author's treatment of characters. 9. Write a summary, a paraphrase, and/or a precis of literary works. 10. Produce written and oral reports on books.

READING/LITERATURE SKILLS

GRADE: 9
(continued)

Instructional Objectives	Skills To Be Taught
Students will X. Develop critical thinking skills.	1. Ask and respond to questions at varying levels of mental complexity: recall, comprehension, application, analysis, synthesis, and evaluation. 2. Ask and respond to convergent and divergent questions.

WRITING SKILLS

GRADE: 9

Instructional Objectives	Skills To Be Taught
Students will I. Write for specific purposes and occasions.	1. Write to discover personal thoughts and feelings. Representative compositions: Free writing* piece. 2. Demonstrate in writing an understanding of what is read or heard. Representative compositions: Summary* Paraphrase* Precis* Explication of a literary work* 3 Write to express personal thoughts and feelings. Representative compositions: Journal Personal essay Friendly letter Personal response to literature Poem 4. Write an account of read or fictional events. Representative compositions: Myth or folk tale Script 5. Write to explain or give factual information. Representative compositions: Research report Process essay (information)* Business letter of complaint 6. Write descriptive pieces. Representative compositions: Feature article describing a place *See Glossary

Instructional Objectives	Skills To Be Taught
Students will I. Write for specific purposes and occasions. (continued)	7. Write to persuade. Representative compositions: Book review
II. Write for specific audiences.	1. Write for self. Representative compositions: Free writing piece* Journal or diary 2. Write for others: friends, general public. Representative compositions: Letter Essay 3. Distinguish differences in language, tone, and genre required to address various audiences on the same subject.
III. Generate or gather material for compositions that are suitable for particular purposes and audiences.	1. Employ writing as a means of generating material for a written composition. Representative methods: Free writing* Looping* Clustering* Reporter's formula* Listing* Brainstorming* Journal entries Problem solving Notetaking 2. Employ conversation as a means of generating material for a written composition. Representative methods: Peer conferencing* Interviewing* Class discussions

*See Glossary

Instructional Objectives	Skills To Be Taught
Students will III. Generate or gather material for compositions that are suitable for particular purposes and audiences. (continued)	3. Employ reading as means of gathering material for a written composition. Representative methods: Informal research, i.e., taking notes, synthesizing material from sources, acknowledging sources within text. Casual reading. 4. Employ listening as a means of gathering material for a written composition. Representative genres: Lectures Media programs Discussions
IV. Arrange materials gained in the discovery stage of the composing process to produce compositions appropriate for selected audiences, occasions, and purposes.	1. Order and arrange materials into a cohesive whole considering: .Genre (paragraphs, essays, letters, forms, creative works, etc.) .Outlining .Imitation .Research .Grammar and mechanics
V. Demonstrate a knowledge of how genre determines the shape of compositions.	1. Write paragraphs with topic sentences, adequate development, supporting evidence, unity, coherence. Types of paragraphs: Process (informational)* Cause/effect Comparison/contrast Combination of methods 2. Write compositions with adequate development, unity, coherence. Types of essays: Descriptive (spatial development) Narrative (chronological order) Expository (sequential/logical order) Persuasive (logical order)

*See Glossary

WRITING SKILLS

GRADE: 9
(continued)

Instructional Objectives	Skills To Be Taught
Students will	
V. Demonstrate a knowledge of how genre determines the shape of compositions. (continued)	3. Write friendly and business letters in proper form. Types of letters: General friendly letter General business letter Complaint Letter to the editor
	4. Write creative works. .Short story .Poem .Script
	5. Fill in forms. .School forms. .Application for learner's permit/ driver's license .Employee's withholding exemption .Selling permit .Change of address .Social security application .Check stub/deposit slip .Job application
VI. Use formal outline in arranging material for expository/argumentative compositions.	1. Write topic outline.
	2. Write sentence outline
	3. Write outline based on readings for research purposes.
VII. Write transitions within and between units of discourse.	1. Write effective transitions within units of discourse.
	2. Write effective transitions between units of discourse.
VIII. Select the most effective diction for particular purposes within a composition.	1. Use effective diction.
	2. Use the dictionary effectively.
	3. Incorporate into compositions vocabulary gained through reading and word study.

WRITING SKILLS

GRADE: 9
(continued)

Instructional Objectives	Skills To Be Taught
Students will	
IX. Compose research reports and papers.	1. Incorporate secondary material into personal compositions. 2. Avoid plagiarism by proper quotation and documentation of sources, using prescribed form.
X. Demonstrate knowledge of grammar and mechanics so as to show their connection to the shaping of thought and organizing of compositions.	1. Observe basic rules of grammar in writing. .Write declarative, interrogative, imperative, exclamatory sentences. .Write simple, compound sentences. .Write sentences of various patterns and lengths. .Combine sentences to achieve coordination. .Use independent clauses. .Use coordinating conjunctions. .Use correct subject-verb agreement. .Use nouns/pronouns as subject, direct object, appositive, predicate nominative, indirect object, noun of address, noun of exclamation, object of preposition. .Use verbs correctly in present, past, future, perfect tenses. .Use correct forms of adjectives and adverbs. .Use compound subjects and verbs in sentences. Extend application of rules of grammar to include: .Write complex sentences. .Write sentences using voice correctly. .Use subordination in sentences. .Use conjunctive adverbs. .Use noun, adjective, adverb clauses. .Use correct pronoun-antecedent agreement. .Use nouns and pronouns as objective complements. .Use adverbials. .Use correct case of noun/pronouns. .Avoid sentence fragments, run-on sentences, comma splices.

WRITING SKILLS

GRADE: 9
(continued)

Instructional Objectives	Skills To Be Taught
Students will X. Demonstrate knowledge of grammar and mechanics so as to show their connection to the shaping of thought and organizing of compositions. (continued)	2. Observe basic rules of spelling. 3. Observe basic rules of punctuation in writing. Review skills taught in grade 7-8. .Use of periods, question marks, commas, apostrophes, colons, quotation marks, hyphens, italics. Extend basic rules of punctuation to include .Use of commas in introductory/ interruptive words, phrases, clauses. .Use of semicolons between independent clauses, before conjunctive adverbs, separating items in a series. .Use of single quotation marks. .Use of parentheses, ellipses, dashes, slashes. 4. Observe basic rules of capitalization in writing. Review skills taught in grade 7.
XI. Revise and proofread personal written work.	1. Use criticism of earlier draft to improve later draft. .Based on critique of teacher/other adults. .Based on critique of peers. .Based on self-criticism. .Using checklist provided by teacher. 2. Make writing more effective by .Changing pattern of organization. .Developing ideas further. .Combining sentences. .Changing structure within sentence. .Rewriting passages having violations of tone. .Making awkward passages read more smoothly. .Correcting grammatical, spelling, and mechanical errors.

WRITING SKILLS

GRADE: 9
(continued)

Instructional Objectives	Skills To Be Taught
Students will XII. Master all language skills required in Minimum Standards and Competencies for Alabama Schools.	

TENTH GRADE

Career exploration, values, and understanding society and the world at large are some of the areas in which tenth graders are interested. These areas can and should be explored in the tenth grade English program. The skills and objectives listed are largely recursive. The content through which the objectives are taught should be selected in view of the interests of the student in middle adolescence and in relation to the content of other courses required in tenth grade.

Students need to maintain minimum competencies which have been mastered at the ninth grade level. Remediation of skills not mastered is important.

Major developmental reading skills should be mastered by the end of ninth grade so that tenth graders can read a wide range of material independently. A survey of world or British literature is required.* Nonfiction accounts of adventure, biography, autobiography, historical novels, and stories and plays of adolescent life should form the core content of instruction in reading and literature. However, instruction should include directed reading activities which focus on the reinforcement of developmental reading skills. Attention should be given to vocabulary development and critical thinking skills development in the context of all content used.

Writing products are suggested in the skills listing which stimulate critical thinking, lend themselves to response to literature, and that can be developed in conjunction with attention to listening and speaking skills. Book reviews, formal speeches, persuasive essays, research reports, letters, and journals are suggested. The use of conversation (interviews, discussions, peer conferencing) as a means of generating ideas facilitates the composing process but also develops interpersonal speaking skills.

*See requirements, pp. 110-111.

Preparing for the world of work is a major focus in grade ten. Listening, speaking, reading, and writing skills necessary for participating in the world of work need to have a clearly defined place in the tenth grade English program. The objectives and skills listed provide a balanced treatment of all four strands of the language arts program.

The objectives listed for tenth grade may be attained in a variety of contexts. The introduction to the secondary section of this course of study provides a clear focus for overall implementation of an integrated program.

LISTENING SKILLS

GRADE: 10

Instructional Objectives	Skills To Be Taught
Students will	
I. Develop comprehension through listening to panel discussions, poetry, plays, reports, debates, etc.	1. Listen for main idea of a selection. 2. Listen for contrasts between important and unimportant ideas, 3. Listen for explicitly stated details that support the main idea or point. 4. Listen for implicit meanings. 5. Listen for facts. 6. Listen for opinions. 7. Listen for causes. 8. Listen for effects. 9. Listen in order to visualize. 10. Listen for directions or instructions. 11. Listen for rhetorical techniques.* 12. Listen in order to determine the purpose or intent of a selection, author, or speaker. 13. Listen to identify the elements of drama: plot, character, dialogue, and setting. 14. Listen for adherence to the topic. 15. Distinguish between tragic and comic forms of drama.
II. Respond critically to argument in debate, media advertising, news commentary, and editorials.	1. Recognize the effect upon meaning of tone, word choice, and body language. 2. Identify personal prejudices. 3. Recognize well-supported arguments vs. unsubstantiated claims. 4. Recognize fallacious argument, such as argument-in-circle, appeal to emotions, and appeal to false authority.
III. Recognize organizational elements in a selection/ presentation.	1. Listen for chronological or historical organization. 2. Listen for contrast-comparison organization. 3. Listen for effective introductory statements. 4. Listen for transitional statements. 5. Listen for climactic statements. 6. Listen for effective conclusions.

*See Glossary

LISTENING SKILLS

GRADE: 10
(continued)

Instructional Objectives	Skills To Be Taught
Students will	
IV. Develop an appreciation for effective techniques used in oral presentations, including speeches, Reader's Theatre, oral interpretation, debate, and dramatic group presentations.	1. Recognize the effect of pause, stress, juncture, and changes in volume, rate, and pitch. 2. Note nonverbal contributions. 3. Note the value of effective articulation. 4. Recognize the overall tone and mood.
V. Engage in attentive listening.	1. Adjust to distractions. 2. Make adjustments in listening to a variety of media forms (for example, dramatic performances, recordings, films, slide presentations, and video tapes). 3. Pay attention although in disagreement. 4. Withhold judgement until designated time(s). 5. Withhold questions until designated time(s).
VI. Develop vocabulary through listening to debate, lectures, plays, speeches, and conferences with teachers, etc.	1. Listen for context clues to the meanings of unfamiliar words. 2. Listen in order to determine contextual meanings of multi-meaning words. 3. Listen for synonyms, antonyms, roots, affixes, homophones, etc. 4. Listen for new vocabulary terms from subject matter textbooks. 5. Listen for appropriate uses of words on vocabulary lists. 6. Listen for specialized terms related to careers. 7. Listen for explicit meanings of terms. 8. Listen for new terms or previous vocabulary words used in lectures, class discussions, media presentations. 9. Listen for foreign language words and terms.

LISTENING SKILLS

GRADE: 10
(continued)

Instructional Objectives	Skills To Be Taught
Students will	
VII. Recognize basic elements of Standard English when listening to oral exercises, lectures, speeches, reports, debates, stories, etc.	1. Listen for subject-verb agreement. 2. Develop a sense of completeness vs. sentence fragments. 3. Listen for effective use of verb tense and problems caused by shifts in tense. 4. Listen for correct use of verbs. 5. Listen for pronoun-antecedent agreement. 6. Listen for proper case form of pronouns.
VIII. Develop appreciation for a variety of speech patterns or dialects and recognize appropriate times for informal and more formal or standard usage.	1. Recognize a variety of local speech patterns. 2. Recognize dialects from other geographical regions. 3. Identify some of the elements that comprise a dialect. 4. Recognize that everyone speaks a "dialect" as basilect*.

*See Glossary

SPEAKING SKILLS

GRADE: 10

Instructional Objectives	Skills To Be Taught
Students will	
I. Develop confidence in speaking by . . .	
A. Engaging in increasingly demanding speaking situations.	1. Answer questions when called upon. 2. Volunteer answers. 3. Volunteer additional information in class discussions. 4. Ask questions to clarify. 5. Discuss an issue in pairs. 6. Participate in small group discussions. 7. Read an essay or poem. 8. Report on current events. 9. Tell a joke or personal anecdote. 10. Tell a legend or folk tale. 11. Give an informal speech. 12. Present a demonstration speech. 13. Use audiovisual aids in a presentation. 14. Participate in a panel discussion. 15. Present a formal speech to entertain, inform, or persuade.
B. Controlling anxiety.	1. Make frequent presentations. 2. Make adequate preparation. 3. Become familiar with procedure. 4. Follow suggested techniques (i.e., breath deeply before beginning, select a friendly face at beginning, etc.).
II. Develop the ability to vary the use of spoken language to suit different occasions in . . .	
A. Reader's Theatre or classroom oral interpretation.	1. Present poetry and prose in a manner that augments the printed word and effectively conveys the meaning of the selection. 2. Present poetry and prose effectively in choral reading. 3. Use dialect selectively and effectively.

SPEAKING SKILLS

GRADE: 10
(continued)

Instructional Objectives	Skills To Be Taught
Students will II. Develop the ability to vary the use of spoken language to suit different occasions in . . . (continued)	
B. Informal speeches, reports, during informal debate, and at teacher-identified times during classroom procedures.	1. Apply basic elements of Standard English. .Use subject-verb agreement. .Express ideas in complete sentences. .Use Standard English syntax. .Avoid the use of double negatives. .Use modifiers appropriately. .Avoid shifts in tense. .Use pronoun and antecedent agreement. .Use correct verb(s). .Use appropriate case forms of pronouns. .Use parallel structure in sentences. 2. Adjust vocabulary to fit the speaking situation. .Use vocabulary that describes. .Use vocabulary that persuades. .Use vocabulary that compares. .Use vocabulary that contrasts. .Use vocabulary that explains. .Use vocabulary terms from content area textbooks. .Use vocabulary from recreational reading materials. .Check word usage(s) in reference sources. .Use appropriate connotative vocabulary. .Use vocabulary related to careers. .Use vocabulary that occurs in daily life activities. .Avoid slang and other informal usage in formal speaking situations. .Use common foreign words and terms. .Use dialect selectively and appropriately.

SPEAKING SKILLS

GRADE: 10
(continued)

Instructional Objectives	Skills To Be Taught
Students will	
II. Develop the ability to vary the use of spoken language to suit different occasions in . . .	
B. Informal speeches, reports, during informal debate, and at teacher-identified times during classroom procedures. (continued)	3. Organize brief formal presentations. .Select a topic. .Narrow a general topic. .Brainstorm about the selected topic. .Take notes. .Prepare an outline. .Prepare a rough draft. .Prepare a final draft. 4. Follow rules and form of debate. 5. Paraphrase effectively. 6. Use sentence variety.
III. Share information, ideas and beliefs effectively in . . .	
A. Informal reports. B. Impromptu speeches. C. Formal speeches. D. Oral book reports. E. Summaries. F. Student's own essays.	1. Conceive and develop ideas. 2. Choose and organize related ideas. 3. Speak from notes. 4. Speak without notes. 5. Recite from memory. 6. Summarize what has been read, seen, or heard. 7. Use clear enunciation. 8. Use accepted pronunciation. 9. Adjust voice volume. 10. Adjust voice pitch. 11. Adjust voice tone. 12. Adjust speech tempo. 13. Make eye contact with audience. 14. Pause when needed for clarity or effect. 15. Use gestures and other nonverbal communication effectively. 16. Exhibit poise. 17. Keep to the topic at hand. 18. Work to correct problems of voice and diction. 19. Develop sensitivity to the audience.

SPEAKING SKILLS

GRADE: 10
(continued)

Instructional Objectives	Skills To Be Taught
Students will	
IV. Develop the ability to ask and answer questions coherently and concisely; to engage critically and constructively in the exchange of ideas in . . .	
A. Teacher-student conferences.	1. Ask questions to clarify. 2. Ask questions which extend covered material.
B. Class and small group discussions.	3. Use phrases from the assigned material to orient the listener. 4. Answer questions in complete sentences.
C. Discussions of students' writing.	5. Phrase questions mentally or on paper before verbalizing. 6. Eliminate extraneous information and verbalization and give direct answers. 7. Answer portions of questions that one can answer and indicate specific portions that one cannot answer. 8. Tolerate the ideas of others even when in disagreement. 9. Withhold judgement and questions until designated time(s). 10. Seek information and truth rather than domination of time or thought.
V. Improve interpersonal communication in . . .	
A. Social situations.	1. Make announcements. 2. Make introductions. 3. Use accepted telephone speech patterns. 4. Sustain conversation. 5. Express congratulations. 6. Make presentations. 7. Accept honors or awards. 8. Express condolence.

SPEAKING SKILLS

GRADE: 10
(continued)

Instructional Objectives	Skills To Be Taught
Students will	
V. Improve interpersonal communication in . . . (continued)	
B. Practical situations.	1. Prepare for interviews. 2. Respond to interview questions. 3. Conduct interviews. 4. Think quickly or "think on one's feet." 5. Give clear directions. 6. Make a request. 7. Deliver a message.
VI. Engage appropriately in parliamentary procedure in . . .	
A. Simulated business sessions.	1. Follow order and precedence of order. 2. Respect rights of individuals and the will of the majority.
B. Actual class business sessions.	3. Frame motions and amendments.

SPEAKING SKILLS

GRADE: 10
(continued)

Instructional Objectives	Skills To Be Taught
Students will	
VII. Recognize the value of improvisation, role playing, and play production as a means of expressing one's ideas and feelings, of understanding those of others, and a means of entertaining in . . .	
A. Improvisations.	1. Act out a story being read. 2. Present an original story.
B. Role playing.	1. Plan briefly the appropriate attitude and language of an assigned role. 2. Interact with others in an unpracticed situation.
C. Dramatic group presentations. D. Dramatic monologues.	1. Memorize lines. 2. Practice various inflections. 3. Learn and use stage directions. 4. Assist in set preparation. 5. Respond selectively to opportunities to work with lighting, sound, or make-up. 6. Present drama to an audience.
VIII. Participate in small group process for . . .	
A. Problem solving. B. Planning.	1. Contribute ideas or information. 2. Regulate own participation and refrain from dominating. 3. Assist in recording ideas. 4. Temper language to avoid offending. 5. Keep contributions to the point. 6. Perform or contribute to the following: attempt to establish a productive climate, regulate participation, make helpful suggestions on procedure, help to clarify, and stimulate creative and critical thinking.

READING/LITERATURE SKILLS

GRADE: 10

Instructional Objectives	Skills To Be Taught
Students will	
I. Acquire a basic survival reading vocabulary.	1. Recognize words and phrases which occur in daily life situations to include social, economic, occupational, and health areas and understand the literal meanings of such words. 2. Recognize words from Wilson's Essential Vocabulary*, Dolch Word List*, Basic Competency Spelling List as shown in Minimum Standards and Competencies for Alabama Schools and understand the literal meanings of such words.
II. Determine the meaning of words in various contexts.	1. Recognize literal meanings of daily life words. 2. Use context clues to determine words meanings. 3. Determine abstract meanings of words.
III. Determine word meanings from a knowledge or word parts by applying structural principles.	1. Use affixes to determine word meaning. 2. Recognize the meaning of common abbreviations and symbols. 3. Recognize compound words. 4. Recognize root words. 5. Recognize contractions. 6. Recognize hyphenated words. 7. Associate words which are the same or opposite in meaning (synonyms and antonyms). 8. Recognize homophones and homographs.
IV. Acquire skill in using the dictionary.	1. Use guide words to locate specific words. 2. Use diacritical marks for pronunciation. 3. Identify the appropriate meaning of a multimeaning word. 4. Recognize syllabic divisions in words. 5. Clarify contextual meaning with the dictionary meaning. 6. Note the meaning of secondary accent marks in a dictionary. 7. Note the alphabetical arrangements of dictionary words. 8. Note etymology.
	*See Appendix G

READING/LITERATURE SKILLS

GRADE: 10
(continued)

Instructional Objectives	Skills To Be Taught
Students will	
V. Locate materials and read for practical purposes.	1. Use alphabetical organization to locate information. 2. Know the uses of the different sections of a book. 3. Know the uses of the different sections of a newspaper. 4. Determine the main idea in a passage. 5. Find the who, what, where, when, why, and how information in a written passage. 6. Use maps, graphs, charts, and tables. 7. Read signs commonly found in the community. 8. Determine main ideas and details from selected materials on personal and family money management and on nutrition. 9. Recognize and use various forms and application blanks. 10. Read for information from materials such as advertisements, yellow pages, labels, directions, and catalogues. 11. Read and follow written directions and instructions. 12. Use telephone directory correctly.
VI. Locate materials in the library.	1. Know how books of fiction are arranged on the shelves. 2. Be familiar with the Dewey Decimal System and/or other cataloging systems. 3. Use card catalog to locate materials. 4. Be familiar with The Reader's Guide to Periodical Literature. 5. Find information in an encyclopedia. 6. Use the atlas and the almanac. 7. Select appropriate reference sources. 8. Get information from books or magazines as the basis of a report.

READING/LITERATURE SKILLS

GRADE: 10
(continued)

Instructional Objectives	Skills To Be Taught
Students will	
VII. Read for literal and inferential comprehension.	1. Skim for information. 2. Scan for information. 3. Read to gain knowledge and to form personal responses. 4. Identify key words and main ideas. 5. Locate details that support the main idea. 6. Read critically. 7. Read to follow directions and instructions. 8. Distinguish between fiction and non-fiction. 9. Recognize dialogue as conversation. 10. Write a summary, a paraphrase, and/or a precis of written material.
VIII. Read and differentiate fact from opinion/ fantasy.	1. Distinguish fact from opinion. 2. Recognize propaganda devices: name-calling, slogans, testimonials, band-wagon. 3. Determine the author's purpose.
IX. Read and recognize basic elements of prose, poetry, and drama.	1. Find the who, what, where, when, why, and how of the story. 2. Identify main characters and secondary characters. 3. Identify plot. 4. Identify setting. 5. Recognize points of view: first person, etc. 6. Recognize literary devices such as metaphor, simile, allusion, personification, etc. 7. Explain the themes of literary works. 8. Describe the author's treatment of characters. 9. Write a summary, a paraphrase, and/or a precis of literary works. 10. Produce written and oral reports on books.

READING/LITERATURE SKILLS

GRADE: 10
(continued)

Instructional Objectives	Skills To Be Taught
Students will X. Develop critical thinking skills.	1. Ask and respond to questions at varying levels of mental complexity: recall, comprehension, application, analysis, synthesis, and evaluation. 2. Ask and respond to convergent and divergent questions.

WRITING SKILLS

GRADE: 10

Instructional Objectives	Skills To Be Taught
Students will I. Write for specific purposes and occasions.	1. Write to discover personal thoughts and feelings. Representative compositions: Free writing* piece Self interview* 2. Demonstrate in writing an understanding of what is read or heard. Representative compositions: Summary* Paraphrase* Precis* Explication of a literary work* 3. Write to express personal thoughts and feelings. Representative compositions: Journal Personal essay Friendly letter Personal response to literature Poem 4. Write an account of real or fictional events. Representative compositions: Narrative of actual experience Script adapted from work of literature 5. Write to explain or give factual information. Representative compositions: Character study based on work of literature Letter of application Expository essay 6. Write descriptive pieces. Representative compositions: Descriptive essay Comparison and contrast of same place at two difference times *See Glossary

WRITING SKILLS

GRADE: 10
(continued)

Instructional Objectives	Skills To Be Taught
Students will	
I. Write for specific purposes and occasions. (continued)	7. Write to persuade. Representative compositions: Formal speech Argumentative essay Book review
II. Write for specific audiences.	1. Write for self. Representative compositions: Free writing piece Journal or diary
	2. Write for others: friends, general public. Representative compositions: Letter Essay
	3. Distinguish differences in language, tone, and genre required to address various audiences on the same subject.
III. Generate or gather material for compositions that are suitable for particular purposes and audiences.	1. Employ writing as a means of generating material for a written composition: Representative methods: Free writing* Looping* Clustering* Self interview* Reporter's formula* Listing* Brainstorming* Journal entries Problem solving Notetaking
	2. Employ conversation as a means of generating material for written compositions. Representative methods: Peer conferencing* Interviewing* Class discussions

*See Glossary

WRITING SKILLS

GRADE: 10
(continued)

Instructional Objectives	Skills To Be Taught
Students will III. Generate or gather material for compositions that are suitable for particular purposes and audiences. (continued)	3. Employ reading as a means of gathering material for a written composition. Representative methods: Informal research, i.e., taking notes, synthesizing material from sources, acknowledging sources within text. Casual reading 4. Employ listening as a means of gathering material for a written composition. Representative genres: Lectures Media programs Discussions
IV. Arrange materials gained in the discovery stage of the composing process to produce compositions appropriate for selected audiences, occasions, and purposes.	1. Order and arrange materials into a cohesive whole considering .Genre: paragraphs, essays, letters, forms, creative works, etc. .Outlining .Imitation .Research .Grammar and mechanics
V. Demonstrate a knowledge of how genre shapes compositions.	1. Write paragraphs with topic sentences, adequate development, supporting evidence, unity, coherence. Types of paragraphs: Analysis (division) Combination of methods 2. Write compositions with adequate development, unity, coherence. Types of essays: Descriptive (spatial development) Narrative (chronological order) Expository (sequential/logical order) Persuasive (logical order)

WRITING SKILLS

GRADE: 10
(continued)

Instructional Objectives	Skills To Be Taught
Students will V. Demonstrate a knowledge of how genre shapes compositions. (continued)	3. Write friendly and business letters in proper form. Types of letters: General friendly letter General business letter Application letter, with resume. 4. Write creative works. .Short story .Poem .Script 5. Fill forms. .School forms .Check stub, deposit slip .Job application
VI. Practice imitation as a means of improving the ability to organize and to express thoughts.	1. Imitate the style of a short work or a passage: modeling, parody, etc.
VII. Use formal outline in arranging material for expository/argumentative compositions.	1. Write outline based on readings for research purposes.
VIII. Write transitions within and between units of discourse.	1. Write effective transitions within units of discourse. 2. Write effective transitions between units of discourse (especially between paragraphs).
IX. Select the most effective diction for particular purposes within a composition.	1. Use effective diction. 2. Use the dictionary effectively. 3. Incorporate into compositions vocabulary gained through reading and word study.

WRITING SKILLS

GRADE: 10
(continued)

Instructional Objectives	Skills To Be Taught
Students will	
X. Compose research reports and papers.	1. Incorporate secondary material into personal compositions.
	2. Avoid plagiarism by proper quotation and documentation of sources, using prescribed form.
XI. Demonstrate knowledge of grammar and mechanics so as to show their connection to the shaping of compositions.	1. Observe basic rules of grammar in writing. Review grammar skills taught in grades 7, 8, and 9 to include .Sentences of various types, patterns, and lengths .Coordination, subordination .Independent clauses, adjective, adverb, noun clauses .Subject-verb agreement .Pronoun-antecedent agreement .Nominative/objective cases of nouns .Adjectives, adverbs, conjunctions .Verb tenses Extend grammar skills to include .Sentences with parallel construction .Using correct mood of verbs .Use of verbals and verb-phrases .Avoidance of dangling and misplaced modifiers .Using prepositions idiomatically .Avoidance of shifts in person, number, voice, tense .Avoidance of nonstandard usage .Nouns as subject of infinitives, object or subject of gerunds, object of infinitive or participles, retained objects.
	2. Observe basic rules of spelling.

WRITING SKILLS

GRADE: 10
(continued)

Instructional Objectives	Skills To Be Taught
Students will XI. Demonstrate knowledge of grammar and mechanics so as to show their connection to the shaping of thought and organizing of compositions. (continued)	3. Observe basic rules of punctuation in writing. Review skills taught in grades 7, 8, and 9 to include use of .Periods, question marks, exclamation points .Commas .Apostrophes .Colons and semicolons .Quotation marks (single and double) .Italics .Hyphens, parentheses, dashes, slashes, ellipses Extend punctuation skills to include .Commas in restrictive/non-restrictive clauses 4. Observe basic rules of capitalization in writing. Review skills taught in grades 7, 8, and 9 to include .First word in sentence .Proper nouns .Words in titles
XII. Revise and proofread personal written work.	1. Use criticism of earlier draft to improve later draft. .Based on critique of teachers/other adults .Based on critique of peers .Based on self-criticism .Using checklist provided by teacher 2. Make writing more effective by .Changing pattern of organization .Developing ideas further .Combining sentences .Changing structure within sentences .Substituting a more effective word .Rewriting passages having violations of tone .Making awkward passages read more smoothly .Correcting grammatical, spelling, and mechanical errors

WRITING SKILLS

GRADE: 10
(continued)

Instructional Objectives	Skills To Be Taught
Students will XIII. Master all language skills required in Minimum Standards and Competencies for Alabama Schools and all language skills tested on the Alabama High School Graduation Exam.	

ELEVENTH GRADE

Students in the eleventh grade are on the verge of making important life decisions. Among other things, this is the year they first attempt to pass the Alabama High School Graduation Exam, to experience the PSAT, and to take either or both the ACT and the SAT tests. The language arts teacher at this level plays an important role in helping students prepare for these and other challenges.

The task of the teacher is to build on skills and concepts which students have acquired and to help students mature in the various strands. Again, the interweaving of listening, speaking, reading, and writing into all facets of the language arts program is of major importance.

A survey of American authors is required in eleventh grade. Student should be helped to observe the relationship of American literature to their study of American history. Values unique to the democratic way of life should be explored through representative literature. Fiction and nonfiction which show the individual shaping history and being shaped by history should be surveyed. The ethnic diversity of our society and of our writers should be reflected in literature selections. The literary contributions of minorities need to be surveyed more adequately than they often have been in the past.

Focus on American literature should carefully interweave listening, speaking, and writing skills. Students should have many opportunities to develop analytical listening skills, to practice formal speaking skills, and to refine and further develop writing skills. Critical thinking skills development should be a major goal of the overall program of instruction in eleventh grade.

Writing products are suggested in the skills listing which stimulate critical thinking, lend themselves to response to literature, and that can be developed in conjunction with attention to listening and speaking skills. Book reviews, formal speeches, persuasive essays, research reports, letters, and journals are

suggested. The use of conversation (interviews, discussions, peer conferencing) as a means of generating ideas is important. It helps develop interpersonal speaking skills, as well as facilitates the composing process.

The objectives and skills listed for grade eleven may be taught in a variety of contexts. The introduction to the secondary section of this course of study provides a clear focus for overall implementation of an integrated program.

LISTENING SKILLS

GRADE: 11

Instructional Objectives	Skills To Be Taught
Students will	
I. Develop comprehension through listening to panel discussions, poetry, plays, reports, debates, etc.	1. Listen for the main idea of a selection. 2. Listen for contrasts between important and unimportant ideas. 3. Listen for explicitly stated details that support the main idea or point. 4. Listen for implicit meanings. 5. Listen for facts, 6. Listen for opinions. 7. Listen for causes. 8. Listen for effects. 9. Listen for order to visualize. 10. Listen for directions or instructions. 11. Listen for rhetorical techniques*. 12. Listen for faulty logic. 13. Listen in order to determine the purpose or intent of a selection, author, or speaker. 14. Listen to identify the elements of drama: plot, character, dialogue, and setting. 15. Listen for adherence to the topic. 16. Distinguish between tragic and comic forms of drama.
II. Respond critically to argument in conversation, group discussion, conferences, debates, media advertisements, news selections and editorials, as well as in more subtle media presentations.	1. Recognize the effect upon meaning of tone, word choice, and body language. 2. Recognize well-supported arguments vs. unsubstantiated claims. 3. Recognize fallacious argument, such as argument-in-circle, bandwagon appeal, and appeal to false authority. 4. Recognize propaganda of various forms. 5. Identify personal prejudices. 6. Recognize that content selection may constitute argument or propaganda in debate, programming, speeches, or newscasting.

*See Glossary

Instructional Objectives	Skills To Be Taught
Students will	
III. Recognize organizational elements in a selection/ presentation.	1. Listen for chronological or historical organizaton. 2 Listen for contrast-comparison organization. 3. Listen for organization by importance. 4. Listen for effective introductory statements. 5. Listen for transitional statements. 6. Listen for climactic statements. 7. Listen for effective conclusions.
IV. Develop an appreciation for effective techniques used in oral presentations, including speeches, Reader's Theatre, oral interpretation, debate, and dramatic group presentations.	1. Recognize the effect of pause, stress, juncture, and changes in volume, rate, and pitch. 2. Note nonverbal contributions. 3. Note the value of effective articulation. 4. Recognize the overall tone and mood.
V. Engage in attentive listening.	1. Adjust to distractions. 2. Make adjustments in listening to a variety of media forms (for example, dramatic performances, recordings, films, slide presentations, videotapes). 3. Pay attention although in disagreement. 4. Withhold judgement until designated time(s). 5. Withhold questions until designated time(s).
VI. Develop vocabulary through listening to debate, lectures, plays, speeches, conferences with teachers, etc.	1. Listen for context clues to the meanings of unfamiliar words. 2. Listen in order to determine contextual meanings of multimeaning words. 3. Listen for synonyms, antonyms, roots, affixes, homophones, etc. 4. Listen for vocabulary terms from subject matter textbooks. 5. Listen for appropriate uses of words on vocabulary lists.

LISTENING SKILLS

GRADE: 11
(continued)

Instructional Objectives	Skills To Be Taught
Students will	
VI. Develop vocabulary through listening to debate, lectures, plays, speeches, conferences with teachers, etc. (continued)	6. Listen for specialized terms related to careers. 7. Listen for explicit meanings of terms. 8. Listen for new terms or previous vocabulary words used in lectures, class discussions, media presentations. 9. Listen for foreign language words and terms.
VII. Recognize basic elements of Standard English when listening to oral exercises, lectures, speeches, reports, debates, stories, etc.	1. Listen for subject-verb agreement. 2. Develop a sense of completeness vs. sentence fragments. 3. Listen for effective use of verb tense and problems caused by shifts in tense. 4. Listen for correct use of verbs. 5. Listen for pronoun-antecedent agreement. 6. Listen for proper case form of pronouns.
VIII. Develop appreciation for a variety of speech patterns or dialects and recognize appropriate times for informal and more formal or standard usage.	1. Recognize a variety of local speech patterns. 2. Recognize dialects from other geographical regions. 3. Identify some of the elements that comprise a dialect. 4. Recognize that everyone speaks a "dialect" as basilect*. 5. Note when dialect is used intentionally and effectively and when it is used unintentionally and intrudes in formal speech.

*See Glossary

SPEAKING SKILLS

GRADE: 11

Instructional Objectives	Skills To Be Taught
Students will	
I. Develop confidence in speaking by . . .	
A. Engaging in increasingly demandingly speaking situations.	1. Answer questions when called upon. 2. Volunteer answers. 3. Volunteer additional information in class discussions. 4. Ask questions to clarify. 5. Make a forecast/prediction. 6. Participate in small group discussions. 7. Make or deny a request. 8. Report on current events. 9. Read own composition to the class or small group. 10. Share a personal anecdote. 11. Tell a legend or folk tale. 12. Give an informal speech. 13. Present a demonstration speech. 14. Use audio or visual aids in a presentation. 15. Participate in a panel discussion. 16. Present a formal speech to entertain, inform, or persuade. 17. Make audio and/or videotaped presentations.
B. Controlling anxiety.	1. Make frequent presentations. 2. Make adequate preparation. 3. Become familiar with procedure. 4. Follow suggested techniques (i.e, concentrate on the topic, deep breath before beginning, etc.)
II. Develop the ability to vary the use of spoken language to suit different occasions in . . .	
A. Reader's Theatre or classroom oral interpretation.	1. Present poetry and prose in a manner that augments the printed word and conveys the author's meaning. 2. Present poetry and prose effectively in choral reading. 3. Use dialect selectively and effectively.

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Instructional Objectives	Skills To Be Taught
Students will II. Develop the ability to vary the use of spoken language to suit different occasions in . . . (continued)	
B. Informal speeches, reports, during informal debate, and at teacher-identified times during classroom procedures.	1. Apply basic elements of Standard English. .Use subject-verb agreement. .Express ideas in complete sentences. .Use Standard English syntax. .Avoid the use of double negatives. .Use modifiers appropriately. .Avoid shifts in tense. .Use pronoun and antecedent agreement. .Use correct verb(s). .Use appropriate case forms of pronouns. .Use parallel structure in sentences. 2. Adjust vocabulary to fit the speaking situation. .Use vocabulary that describes. .Use vocabulary that persuades. .Use vocabulary that compares. .Use vocabulary that contrasts. .Use vocabulary that explains. .Use vocabulary terms from content area textbooks. .Use vocabulary from recreational reading materials. .Check word usage(s) in reference sources. .Use appropriate connotative vocabulary. .Use vocabulary related to careers. .Use vocabulary that occurs in daily life activities. .Avoid slang and other informal usage in formal speaking situations. .Use common foreign words and terms. .Use dialect selectively and appropriately.

Instructional Objectives	Skills To Be Taught
Students will	
II. Develop the ability to vary the use of spoken language to suit different occasions in . . .	
B. Informal speeches, reports, during informal debate, and at teacher-identified times during classroom procedures. (continued)	3. Organize brief formal presentations. .Select a topic. .Narrow a general topic. .Brainstorm about the selected topic. .Take notes. .Prepare an outline. .Prepare a rough draft. .Prepare a final draft. 4. Follow rules and form of debate. 5. Paraphrase effectively. 6. Use sentence variety.
III. Share information, ideas and beliefs effectively in . . .	
A. Informal reports.	1. Conceive and develop ideas. 2. Choose and organize related ideas.
B. Impromptu speeches.	3. Speak from notes. 4. Speak without notes.
C. Formal speeches.	5. Recite from memory. 6. Summarize what has been read, seen, or heard.
D. Oral book reports.	7. Use clear enunciation. 8. Use accepted pronunciation.
E. Summaries.	9. Adjust voice volume. 10. Adjust voice pitch.
F. Oral presentation of own essay, poem, or short story.	11. Adjust voice tone. 12. Adjust speech tempo. 13. Make eye contact with audience. 14. Pause when needed for clarity or effect. 15. Use gestures and other nonverbal communication effectively. 16. Exhibit poise. 17. Keep to the topic at hand. 18. Work to correct problems of voice and diction. 19. Avoid faulty logic. 20. Develop sensitivity to the audience.

SPEAKING SKILLS

GRADE: 11
(continued)

Instructional Objectives	Skills To Be Taught
Students will	
IV. Develop the ability to ask and answer questions coherently and concisely; to engage critically and constructively in the exchange of ideas in . . .	
A. Teacher-student conferences.	1. Ask questions to clarify. 2. Ask questions which extend covered material.
B. Class and small group discussions.	3. Use phrases from the assigned material to orient the listener. 4. Answer questions in complete sentences.
C. Business sessions.	5. Phrase questions mentally or on paper before verbalizing.
D. Critiques (including group critiques of student compositions).	6. Eliminate extraneous information and verbalization and give direct answers. 7. Answer portions of questions that one can answer and indicate specific portions that one cannot answer. 8. Tolerate the ideas of others even when in disagreement. 9. Withhold judgement and questions until designated time(s). 10. Seek information and truth rather than domination of time or thought.
V. Improve interpersonal communication in . . .	
A. Social situations.	1. Make announcements. 2. Make introductions. 3. Express congratulations. 4. Make presentations. 5. Accept honors or awards. 6. Express condolence.
B. Practical situations.	1. Prepare for interviews. 2. Respond to interview questions. 3. Conduct interviews. 4. Think quickly or "think on one's feet." 5. Give clear directions. 6. Make a request. 7. Deliver a message.

Instructional Objectives	Skills To Be Taught
Students will	
VI. Engage appropriately in parliamentary procedure in . . .	
A. Simulated business sessions.	1. Follow order and precedence of order. 2. Respect rights of individuals and the will of the majority.
B. Actual class business sessions.	3. Frame motions and amendments.
VII. Recognize the value of improvisation, role playing, and play production as a means of expressing one's ideas and feelings, of understanding those of others, and as a means of entertaining in . . .	
A. Improvisations.	1. Act out a story being read. 2. Present an original story.
B. Role Playing.	1. Plan briefly the appropriate attitude and language of an assigned role. 2. Interact with others in an unpracticed situation.
C. Dramatic group presentations.	1. Memorize lines. 2. Practice various inflections. 3. Learn and use stage directions. 4. Assist in set preparation. 5. Respond selectively to opportunities to work with lighting, sound, or make-up. 6. Present drama to an audience.
D. Monologues.	

SPEAKING SKILLS

GRADE: 11
(continued)

Instructional Objectives	Skills To Be Taught
Students will VIII. Participate in small group process for . . .	
A. Problem solving.	1. Contribute ideas or information. 2. Regulate own participation and refrain from dominating. 3. Assist in recording ideas. 4. Temper language to avoid offending. 5. Keep contributions to the point. 6. Perform or contribute to the following: attempt to establish a productive climate, regulate participation, make helpful suggestions on procedure, help to clarify, and stimulate creative and critical thinking.
B. Planning.	

READING/LITERATURE SKILLS

GRADE: 11

Instructional Objectives	Skills To Be Taught
Students will	
I. Apply the principles of word recognition and word identification.	1. Use senior and collegiate dictionaries with ease and discrimination. 2. Study overtones of words. 3. Study etymologies. 4. Recognize persuasive words and be aware of their possible influences. 5. Increase skill in handling prefixes, suffixes, and roots with help from Greek and Latin derivatives. 6. Expand both general and technical vocabularies through a variety of methods.
II. Employ study skills.	1. Use the features of books and other reference materials, such as table of contents, preface, introduction, titles and subtitles, index, glossary, appendix, and bibliography. 2. Vary the reading speed and method (survey, skim, review, question, master) according to the type of material and purpose for reading. 3. Read and interpret maps, graphs, charts, and diagrams with accuracy. 4. Summarize ideas. 5. Discuss and apply ideas gained from reading.
III. Locate and use materials in the library.	1. Know how books are arranged on the shelves. 2. Be familiar with the Dewey Decimal System and/or other cataloging systems. 3. Use card catalog to locate materials. 4. Use The Reader's to Periodical Literature. 5. Select and use appropriate reference sources such as an encyclopedia, an atlas, an almanac, books, periodicals, and computer data bases.

Instructional Objectives	Skills To Be Taught
Students will	
IV. Read for literal, inferential, interpretive, and evaluative purposes.	1. Recognize different purposes and methods of writing, identify the writer's point of view and tone, and interpret a writer's meaning. 2. Read a variety of genres and styles. 3. Recognize propaganda and persuasive language. 4. Distinguish between fact and opinion. 5. Identify and summarize the main and subordinate ideas in a written work. 6. Determine structures of a variety of reading materials. 7. Differentiate personal opinions and assumptions from those of a writer. 8. Adjust rate of reading for various purposes. 9. Relate personal experiences to what is read. 10. Predict outcomes from clues and inferences. 11. Recognize mood, tone, and theme of a selection. 12. Use reading for problem solving. 13. Identify organizational patterns such as cause/effect, problem/solution, comparison/contrast, and opinion/example.
V. Respond to literature in a variety of ways.	1. Respond personally to literature. 2. Summarize a plot. 3. Compare a given work with another work. 4. Critically appraise a work of literature. 5. Recognize that reading and literary study can be a means of personal growth. 6. Use literature as a source for new ideas and knowledge. 7. Use literature to recognize the ideas, emotions, and issues common to people throughout recorded time.

Instructional Objectives	Skills To Be Taught
Students will VI. Read the works of major American writers with attention to the basic elements of prose, poetry, and drama.	1. Identify the theme of a work and explain some of the techniques used to develop the theme. 2. Identify the audience. 3. Describe and evaluate the author's style. 4. Evaluate the author's success in reading the audience. 5. Define plot, characterization, setting, theme, and point of view. 6. Follow the sequence of plot development. 7. Identify the main and secondary characters in a work. 8. Describe and explain character development essential to the purpose of a work. 9. Explain the importance of the setting of a given work. 10. Identify the narrator: first person, etc. 11. Determine the primary thesis of an essay. 12. Identify an essay's supporting evidence. 13. Identify the organizational scheme of an essay. 14. Compare different essays on the same subject. 15. Define and give examples of literary devices such as irony, foreshadowing, and symbolism. 16. Define and identify such terms as epic, satire, blank verse, irony, paradox, soliloquy, etc. 17. Describe some of the differences between poetry and prose. 18. Identify the dominant images in a poem. 19. Explain how poems can vary in stricture, rhythm, tone, theme, and rhyme. 20. Define and give examples of figures of speech such as metaphor, simile, alliteration, personification, onomatopoeia, etc.

Instructional Objectives	Skills To Be Taught
Students will	
VI. Read the works of major American writers with attention to the basic elements of prose, poetry, and drama. (continued)	21. Define and identify poetic forms such as sonnet, ode, lyric, ballad, and free verse. 22. Explain the structure of the drama: exposition, exciting force, rising action, climax, etc.
VII. Widen scope and quality of reading.	1. Appraise quality of a publication. 2. Read books other than texts. 3. Read periodicals and newspapers. 4. Discuss books, articles, and other types of reading. 5. Employ notetaking and outlining.
VIII. Develop critical thinking skills.	1. Ask and respond to questions at varying levels of mental complexity: recall, comprehension, application, analysis, synthesis, anda evaluation. 2. Ask and respond to convergent and divergent questions.

WRITING SKILLS

GRADE: 11

Instructional Objectives	Skills To Be Taught
Students will I. Write for specific purposes and occasions.	1. Write to discover personal thoughts and feelings. Representative compositions: Free writing* piece Self-interview* 2. Demonstrate in writing an understanding of what is read or heard. Representative compositions: Summary* Paraphrase* Precis* Explication of a literary work* 3. Write to express personal thoughts and feelings. Representative compositions: Journal Personal essay Friendly letter Personal response to literature Poem 4. Write an account of real or fictional events. Representative compositions: Short story Humorous newspaper column 5. Write to explain or give factual information. Representative compositions: Expository essay Series of news articles on a single topic 6. Write descriptive pieces. Representative compositions: Character sketch *See Glossary

Instructional Objectives	Skills To Be Taught
Students will I. Write for specific purposes and occasions. (continued)	7. Write to persuade. Representative compositions: Letter to the editor Book review Argumentative essay Editorial
II. Write for specific audiences.	1. Write for self. Representative compositions: Free writing piece Journal or diary 2. Write for others: friends, general public. Representative compositions: Letter Essay 3. Distinguish differences in language, tone, and genre required to address various audiences on the same subject.
III. Generate or gather material for compositions that are suitable for particular purposes and audiences.	1. Employ writing as a means of generating material for a written composition. Representative methods: Free writing* Looping* Clustering* Self interview* Cubing* Reporter's formula* Listing* Brainstorming* Tagmemic invention* Journal entries Classical invention* Problem solving* Notetaking

*See Glossary

Instructional Objectives	Skills To Be Taught
Students will III. Generate or gather material for compositions that are suitable for particular purposes and audiences. (continued)	2. Employ conversation as a means of generating material for written conversation. Representative methods: Peer conferencing* Interviewing* Class discussions 3. Employ reading as a means of gathering material for written composition. Representative methods: Informal research, i.e., taking notes, synthesizing material from sources, acknowledging sources within text. Casual reading 4. Employ listening as a means of gathering material for written composition. Representative genres: Lectures Media programs Discussions
IV. Arrange materials gained in the discovery stage of the composing process to produce compositions appropriate for selected audiences, occasions, and purposes.	1. Order and arrange materials into a cohesive whole considering. .Genre: paragraphs, essays, letters, forms, creative works, etc. .Imitation .Research .Grammar and mechanics
V. Demonstrate a knowledge of how genre shapes compositions.	1. Write paragraphs with topic sentences, adequate development, supporting evidence, unity, coherence. Types of paragraphs: Classification Combination of methods

*See Glossary

Instructional Objectives	Skills To Be Taught
Students will V. Demonstrate a knowledge of how genre shapes compositions. (continued)	2. Write compositions with adequate development, unity, coherence. Types of essays: Descriptive (spatial development) Narrative (chronological order) Expository (sequential/logical order) Persuasive (logical order) 3. Write friendly and business letters in proper form. Types of letters: General friendly letter General business letter Letter to the editor Letter to a public official 4. Write creative works. .Short story .Poem 5. Fill in forms. .School forms .Check stub, deposit slip .Job application
VI. Practice imitation as a means of improving the ability to organize and to express thoughts.	1. Imitate the style of a short work or a passage: modeling, parody, etc.
VII. Use formal outline in arranging material for expository/argumentative compositions.	1. Write outline based on readings for research purposes.
VIII. Write transitions within and between units of discourse.	1. Write effective transitions within units of discourse. 2. Write effective transitions between units of discourse (especially between paragraphs).

Instructional Objectives	Skills To Be Taught
Students will	
IX. Select the most effective diction for particular purposes within a composition.	1. Use effective diction. 2. Use the dictionary effectively. 3. Incorporate into compositions vocabulary gained through reading and word study.
X. Compose research reports and papers.	1. Incorporate secondary material into personal compositions. 2. Avoid plagiarism by proper quotation and documentation of sources, using prescribed form.
XI. Demonstrate knowledge of grammar and mechanics so as to show their connection to the shaping of thought and organizing of compositions.	1. Observe basic rules of grammar in writing. Review grammar skills taught in grades 7, 8, 9, and 10 to include .Sentences of all types, patterns, lengths .Subject-verb, pronoun-antecedent agreement .Correct usage of all parts of speech .Tenses of verbs .Dependent, independent clauses 2. Observe basic rules of spelling. 3. Observe basic rules of punctuation in writing. Review skills taught in grades 7, 8, 9, and 10 to include .End marks .Commas and apostrophes .Colons and semicolons .Quotation marks .Italics, hyphens, parentheses, etc. 4. Observe basic rules of capitalization in writing. Review skills taught in grades 7, 8, 9, and 10.

Instructional Objectives	Skills To Be Taught
Students will XII. Revise and proofread personal written work.	1. Use criticism of earlier draft to improve later draft. .Based on critique of teachers/ other adults. .Based on critique of peers. .Based on self criticism. .Using checklist provided by teacher 2. Make writing more effective by .Changing pattern of organization .Developing ideas further .Combining sentences .Changing structure within sentences .Substituting a more effective word .Rewriting passages having violations of tone .Making awkward passages read more smoothly .Correcting grammatical, spelling, and mechanical errors
XIII. Master all language skills required in Minimum Standards and Competencies for Alabama Schools and all language skills tested on the Alabama High School Graduation Exam.	

TWELFTH GRADE

The language arts program for twelfth grade students provides for the refinement of listening, speaking, reading, and writing skills. Both the student who will immediately become part of the working community and the student who will enter college need opportunities to sharpen and refine language skills.

The teacher of twelfth grade language arts should seek to provide practical and aesthetic experiences which help one to make the step from student to adulthood. Though new skills introduced at this level are minimal, this course of study provides for more complex experiences in all areas of language arts. The teacher of twelfth grade students should plan instruction in all four strands--listening, speaking, reading, and writing--and should seek to integrate each of the strands into each unit planned and taught to students.

A survey of British or world literature and a review of practical reading skills is required in grade twelve.* Reading should focus on the transition to adult life and essential reading skills for daily living.

Instruction should be directed toward mastery of critical listening and speaking skills required for interpersonal communication, job interviews, and formal and informal speech delivery. Personal, practical, and analytical writing skills should be refined. Students should become proficient in the steps of the writing process and should readily revise their writing, applying the accepted conventions of the language.

Higher order thinking skills development should continue as a priority. The application of thinking skills in all language arts activities should be a goal of instruction. The focus of instruction is to help students to become self-directed, independent learners.

*See requirements, pp. 110-111.

LISTENING SKILLS

GRADE: 12

Instructional Objectives	Skills To Be Taught
Students will	
I. Develop comprehension through listening to panel discussions, poetry, plays, reports, debates, etc.	1. Listen for the main idea of a selection. 2. Listen for contrasts between important and unimportant ideas. 3. Listen for explicitly stated details that support the main idea or point. 4. Listen for implicit meanings. 5. Listen for facts. 6. Listen for opinions. 7. Listen for causes. 8. Listen for effects. 9. Listen in order to visualize. 10. Listen for directions or instructions. 11. Listen for rhetorical techniques*. 12. Listen for faulty logic. 13. Listen in order to determine the purpose or intent of a selection, author, or speaker. 14. Listen to identify the elements of drama: plot, character, dialogue, and setting. 15. Listen for adherence to the topic. 16. Distinguish between tragic and comic forms of drama.
II. Respond critically to argument in conversation, group discussion, conferences, debates, media advertisements, news selections and editorials, as well as in more subtle media presentations.	1. Recognize the effect upon meaning of tone, word choice, and body language. 2. Recognize well-supported arguments vs. unsubstantiated claims. 3. Recognize fallacious argument, such as "red herrings," appeal to emotions, and unwarranted assumptions. 4. Recognize propaganda of various forms. 5. Recognize that content selection may constitute argument or propaganda in debate, programming, speeches, or newscasting.

*See Glossary

LISTENING SKILLS

GRADE: 12
(continued)

Instructional Objectives	Skills To Be Taught
Students will	
III. Recognize organizational elements in a selection/ presentation.	1. Listen for chronological or historical organization. 2. Listen for contrast-comparison organization. 3. Listen for organization by importance. 4. Listen for other organizational patterns. 5. Listen for effective introductory statements. 6. Listen for transitional statements. 7. Listen for climactic statements. 8. Listen for effective conclusions.
IV. Develop an appreciation for effective techniques used in oral presentations including speeches, Reader's Theatre, oral interpretation, debate, and dramatic group presentations.	1. Recognize the effect of pause, stress, juncture, and changes in volume, rate, and pitch. 2. Note nonverbal contributions. 3. Note the value of effective articulation. 4. Recognize the overall tone and mood.
V. Engage in attentive listening.	1. Adjust to distractions. 2. Make adjustments in listening to a variety of media forms. (For example, dramatic performances, recordings, films, slide presentations, video tapes). 3. Pay attention although in disagreement. 4. Withhold judgement until designated time(s). 5. Withhold questions until designated time(s).
VI. Develop vocabulary through listening to debate, lectures, plays speeches, conferences with teachers, etc.	1. Listen for contextual clues to the meanings of unfamiliar words. 2. Listen in order to determine contextual meanings of multimeaning words. 3. Listen for synonyms, antonyms, roots, affixes, homophones, etc. 4. Listen for vocabulary terms from subject matter textbooks. 5. Listen for appropriate uses of words on vocabulary lists.

LISTENING SKILLS

GRADE: 12
(continued)

Instructional Objectives	Skills To Be Taught
Students will	
VI. Develop vocabulary through listening to debate, lectures, plays, speeches, conferences with teachers, etc. (continued)	6. Listen for specialized terms related to careers. 7. Listen for explicit meanings of terms. 8. Listen for new terms or previous vocabulary words used in lectures, class discussions, media presentations. 9. Listen for foreign language words and terms.
VII. Recognize basic elements of Standard English when listening to oral exercises, lectures, speeches, debates, stories, etc.	1. Listen for subject-verb agreement. 2. Develop a sense of completeness vs. sentence fragments. 3. Listen for effective use of verb tense and problems caused by shifts in tense. 4. Listen for correct use of verbs. 5. Listen for pronoun-antecedent agreement. 6. Listen for proper case form of pronouns.
VIII. Develop appreciation for a variety of speech patterns or dialects and recognize appropriate times for informal and more formal or standard usage.	1. Recognize a variety of local speech patterns. 2. Recognize dialects from other geographical regions. 3. Identify some of the elements that comprise a dialect. 4. Note when dialect is used effectively and when it is unintentional and intrusive.

SPEAKING SKILLS

GRADE: 12

Instructional Objectives	Skills To Be Taught
Students will	
I. Develop confidence in speaking by . . .	
A. Engaging in increasingly demanding speaking situations.	1. Answer questions when called upon. 2. Volunteer answers. 3. Volunteer additional information in class discussions. 4. Ask questions to clarify. 5. Make or deny a request. 6. Participate in small group discussions. 7. Report on current events. 8. Share a personal anecdote. 9. Tell a legend or folk tale. 10. Give an informal speech. 11. Present a demonstration speech. 12. Participate in a panel discussion. 13. Present a formal speech to entertain, inform, or persuade. 14. Make audio and/or videotaped presentations. 15. Imitate a model speaker.
B. Controlling anxiety.	1. Make frequent presentations. 2. Make adequate preparation. 3. Become familiar with procedure. 4. Follow suggested techniques such as taking a deep breath before beginning, expecting positive responses, concentrating on getting an idea to the audience, etc.
II. Develop the ability to vary the use of spoken language to suit different occasions in . . .	
A. Reader's Theatre or classroom oral interpretation.	1. Present poetry and prose in a manner that augments the printed word and effectively conveys meaning. 2. Present poetry and prose effectively in choral reading. 3. Use dialect selectively and effectively.

Instructional Objectives	Skills To Be Taught
Students will II. Develop the ability to vary the use of spoken language to suit different occasions in . . . (continued)	
B. Informal speeches, reports, during informal debate, and at teacher-identified times during classroom procedures.	1. Apply basic elements of Standard English. .Use subject-verb agreement. .Express ideas in complete sentences. .Use Standard English syntax. .Avoid the use of double negatives. .Use modifiers appropriately. .Avoid shifts in tense. .Use pronoun and antecedent agreement. .Use correct verb(s). .Use appropriate case forms of pronouns. .Use parallel structure in sentences. 2. Adjust vocabulary to fit the speaking situation. .Use vocabulary that describes. .Use vocabulary that persuades. .Use vocabulary that compares. .Use vocabulary that contrasts. .Use vocabulary that explains. .Use vocabulary terms from content area textbooks. .Use vocabulary from recreational reading materials. .Check word usage(s) in reference sources. .Use appropriate connotative vocabulary. .Use vocabulary related to careers. .Use vocabulary that occurs in daily life activities. .Avoid slang and other informal usage in formal speaking situations. .Use common foreign words and terms. .Use dialect selectively and appropriately.

Instructional Objectives	Skills To Be Taught
Students will	
II. Develop the ability to vary the use of spoken language to suit different occasions in . . .	
B. Informal speeches, reports, during informal debate, and at teacher-identified times during classroom procedures. (continued)	3. Organize brief formal presentations. .Select a topic. .Narrow a general topic. .Brainstorm about the selected topic. .Take notes. .Prepare an outline. .Prepare a rough draft. .Prepare a final draft. 4. Follow rules and form of debate. 5. Paraphrase effectively. 6. Use sentence variety.
III. Share information, ideas and beliefs effectively in . . .	
A. Informal reports. B. Impromptu speeches. C. Formal speeches. D. Oral book reports. E. Summaries. F. Oral reading of own composition.	1. Conceive and develop ideas, 2. Choose and organize related ideas. 3. Speak from notes. 4. Speak without notes. 5. Recite from memory. 6. Summarize what has been read, seen, or heard. 7. Use clear enunciation. 8. Use accepted pronunciation. 9. Adjust voice volume. 10. Adjust voice pitch. 11. Adjust voice tone. 12. Adjust speech tempo. 13. Make eye contact with audience. 14. Pause when needed for clarity or effect. 15. Use gestures and other nonverbal communication effectively. 16. Exhibit poise. 17. Keep to the topic at hand. 18. Work to correct problems of voice and diction.

Instructional Objectives	Skills To Be Taught
Students will III. Share information, ideas, and belief effectively on . . .	
A. Informal reports. B. Impromptu speeches. C. Formal speeches. D. Oral book reports. E. Summaries. F. Oral reading of own composition. (continued)	19. Avoid faulty logic. 20. Adjust to the audience. 21. Use a microphone (if available).
IV. Develop the ability to ask and answer questions coherently and concisely; to engage critically and constructively in the exchange of ideas in . . .	
A. Teacher-student conferences. B. Class and small group discussions. C. Critiques (including group critiques of student compositions and speeches). D. Business sessions.	1. Ask questions to clarify. 2. Ask questions which extend covered materials. 3. Use phrases from the assigned material to orient the listener. 4. Answer questions in complete sentences. 5. Phrase questions mentally or on paper before verbalizing. 6. Eliminate extraneous information and verbalization and give direct answers. 7. Answer portions of questions that one can answer and indicate specific portions that one cannot answer. 8. Tolerate the ideas of others even when in disagreement. 9. Withhold judgement and questions until designated time(s). 10. Seek information and truth rather than domination of time or thought.

Instructional Objectives	Skills To Be Taught
Students will	
V. Improve interpersonal communication in . . .	
A. Social situations.	1. Make announcements. 2. Make introductions. 3. Establish personal relationships. 4. Express congratulations. 5. Make presentations. 6. Accept honors or awards. 7. Express condolence.
B. Practical situations.	1. Prepare for interviews. 2. Respond to interview questions. 3. Conduct interviews. 4. Think quickly or "think on one's feet." 5. Give clear directions.
VI. Engage appropriately in parliamentary procedure in . . .	
A. Simulated business sessions.	1. Follow order and precedence of order. 2. Respect rights of individuals and the will of the majority.
B. Actual class business sessions.	3. Frame motions and amendments.
VII. Recognize the value of improvisation, role playing, and play production as a means of expressing one's ideas and feelings, of understanding those of others, and as a means of entertaining . . .	
A. Improvisations.	1. Act out a story being read. 2. Present an original story.
B. Role playing.	1. Plan briefly the appropriate attitude and language of an assigned role. 2. Interact with others in an unpracticed situation.

Instructional Objectives	Skills To Be Taught
Students will	
VII. Recognize the value of improvisation, role playing, and play production as a means of expressing one's ideas and feelings, of understanding those of others, and as a means of entertaining . . . (continued)	
C. Dramatic group presentations.	1. Memorize lines. 2. Practice various inflections. 3. Learn and use stage directions. 4. Assist in set preparation. 5. Respond selectively to opportunities to work with lighting, sound, or make-up. 6. Present drama to an audience.
VIII. Participate in small group process for . . .	
A. Problem solving.	1. Contribute ideas or information. 2. Regulate own participation and refrain from dominating.
B. Planning.	3. Assist in recording ideas. 4. Temper language to avoid offending. 5. Keep contributions to the point. 6. Perform or contribute to the following: attempt to establish a productive climate, regulate participation, make helpful suggestions on procedure, help to clarify, and stimulate creative and critical thinking.

READING/LITERATURE SKILLS

GRADE: 12

Instructional Objectives	Skills To Be Taught
Students will	
I. Expand vocabularies through a variety of methods.	1. Have a knowledge of phonetic and structural principles. 2. Use context clues in unlocking the meaning of a new word. 3. Select the correct meaning for words which have several different meanings. 4. Increase skill in handling prefixes, suffixes, and roots with help from Greek and Latin derivatives. 5. Understand and use etymologies of words. 6. Understand connotations of words. 7. Use senior and collegiate dictionaries with ease and discrimination.
II. Employ study skills.	1. Use the features of books and other reference, materials, such as table of contents, preface, introduction, titles, subtitles, index, glossary. appendix, and bibliography. 2. Vary the reading speed and method (survey, skim, review, question, master) according to the type of material and purpose for reading. 3. Read and interpret maps, graphs, charts, and diagrams with accuracy. 4. Summarize ideas. 5. Discuss and apply ideas gained from reading.
III. Expand research skills.	1. Know how books are arranged on the shelves. 2. Be familiar with the Dewey Decimal System and/or other cataloging systems. 3. Use card catalog to locate materials. 4. Use The Reader's Guide to Periodical Literature. 5. Select and use appropriate reference sources such as an encyclopedia, an atlas, an almanac, books, periodicals, and computer data bases.

Instructional Objectives	Skills To Be Taught
Students will IV. Read for literal recognition or recall.	1. Identify such details as the names of characters, setting, or incidents described when such facts are explicitly stated in the selection. 2. Identify the main idea of a paragraph or a larger portion of a selection. 3. Identify the sequence of incidents or actions stated in the selection. 4. Identify likenesses or differences among characters, times in history, or places that are compared by the author. 5. Identify cause and effect relationships such as reasons for certain incidents, events, or characters' actions. 6. Identify statements which characterize the major and/or minor figures in a literary work. 7. Identify patterns of organization such as exposition, climax, etc.
V. Read for inferential and interpretive purposes.	1. Identify the main idea, general significance, theme, or moral which is not stated in the selection. 2. Identify likenesses and differences in characters, times, and places. 3. Infer cause and effect relationships of characters and their interactions with others and with time and place, and conjecture as to what caused the author to include certain ideas, words, or actions. 4. Infer character traits on the basis of explicit clues presented in the selection. 5. Read an initial portion of a selection and on the basis of the reading, conjecture about the outcome of the selection. 6. Infer literal meanings from the author's figurative use of language. 7. Predict outcomes from clues and inferences.

Instructional Objectives	Skills To Be Taught
Students will	
VI. Read for evaluative purposes.	1. Evaluate the probability of events or characters in a selection. 2. Evaluate the author's purpose. 3. Evaluate the suitability of a character's actions in a particular incident.
VII. Respond to literature in a variety of ways.	1. Identify the emotional effect a selection has on the reader. 2. Determine the reader's sensitivity to, sympathy for, or empathy with characters and events portrayed. 3. Recognize the author's craftsmanship in use of words. 4. Compare a given work with another work. 5. Recognize that reading and literary study can be a means of personal growth. 6. Use literature as a source for new ideas and knowledge. 7. Use literature to recognize the ideas, emotions, and issues common to people throughout recorded time.
VIII. Read the works of major writers of world literature (including but not limited to, British literature).	1. Identify the theme of a work and explain some of the techniques used to develop the theme. 2. Identify the audience. 3. Describe and evaluate the author's style. 4. Identify the author's organizational plan. 5. Evaluate the author's success in reaching the audience.
IX. Study the basic elements of prose, poetry, and drama.	1. Define plot, characterization, setting, theme, and point of view. 2. Follow the sequence of plot development. 3. Identify the main and secondary characters in a story, novel, or drama.

Instructional Objectives	Skills To Be Taught
Students will IX. Study the basic elements of prose, poetry, and drama. (continued)	4. Describe the characters, including any change that occurs in a character and the reason for the change. 5. Describe the setting of a given work and relate its importance to the full work. 6. Identify the theme of a selection. 7. Identify the narrator: first person, etc. 8. Determine the primary thesis of an essay. 9. Identify the essay's supporting evidence. 10. Identify the organizational scheme of an essay. 11. Compare different essays on the same subject. 12. Define and give examples of literary devices such as irony, foreshadowing, and symbolism. 13. Define and identify such terms as epic, satire, blank verse, irony, paradox, soliloquy, connotation, denotation, etc. 14. Describe some of the differences between poetry and prose. 15. Identify the dominant images in poetry. 16. Explain how poems can vary in structure, rhythm, tone, theme, etc. 17. Identify the meter and rhyme of poetry. 18. Define and give examples of figures of speech such as metaphor, simile, alliteration, personification, onomatopoeia, assonance, hyperbole, etc. 19. Define and identify poetic forms such as sonnet, ode, lyric, ballad, free verse, blank verse, dramatic monologue, etc. 20. Explain the structure of a drama: exposition, exciting force, rising action, climax, etc.

Instructional Objectives	Skills To Be Taught
Students will	
X. Widen scope quality of reading.	1. Appraise quality of a publication. 2. Read books other than regular texts. 3. Read periodicals and newspapers. 4. Discuss books, articles, and other type of reading. 5. Employ notetaking and outlining.
XI. Develop critical thinking skills.	1. Ask and respond to questions at varying levels of mental complexity: recall, comprehension, application, analysis, synthesis, and evaluation. 2. Ask and respond to convergent and divergent questions.

WRITING SKILLS

GRADE: 12

Instructional Objectives	Skills To Be Taught
Students will I. Write for specific purpose and occasions.	1. Write to discover personal thoughts and feelings. Representative compositions: Free writing* piece Self interview 2. Demonstrate in writing an understanding of what is read or heard. Representative compositions: Summary* Paraphrase* Precis* Explication of a literary work* 3. Write to express personal thoughts and feelings. Representative compositions: Journal Personal essay Friendly letter Personal response to literature Poem 4. Write an account of real or fictional events. Representative compositions: Story with surprise ending 5. Write to explain or give factual information. Representative compositions: Expository essay Research paper Resume 6. Write descriptive pieces. Representative compositions: Description of familiar place from an unusual perspective

*See Glossary

Instructional Objectives	Skills To Be Taught
Students will	
I. Write for specific purposes and occasions. (continued)	7. Write to persuade. Representative compositions: Book review Argumentative essay Review of an event or performance
II. Write for specific audiences.	1. Write for self. Representative compositions: Free writing piece Journal or diary
	2. Write for others: friends, general public. Representative compositions: Letter Essay
	3. Distinguish differences in language, tone, and genre required to address various audiences on the same subject.
III. Generate or gather material for compositions that are suitable for particular purposes and audiences.	1. Employ writing as a means of generating material for a written composition. Representative methods: Free writing* Looping* Clustering* Self interview* Cubing* Reporter's formula* Listing* Brainstorming* Tagmemic invention* Journal entries Classical invention* Problem solving* Notetaking
	2. Employ conversation as a means of generating material for written composition. Representative methods: Peer conferencing Interviewing* Class discussions
	*See Glossary

Instructional Objectives	Skills To Be Taught
Students will III. Generate or gather material for compositions that are suitable for particular purposes and audiences. (continued)	3. Employ reading as a means of generating material for written composition. Representative methods: Formal research, i.e., compile bibliography, do general reading, develop a written plan for further reading, take notes. Casual reading 4. Employ listening as a means of gathering material for written composition. Representative genres: Lectures Media programs Discussions
IV. Arrange materials gained in the discover stage of the composing process to produce compositions appropriate for selected audiences, occasions, and purposes.	1. Order and arrange materials into a cohesive whole considering .Genre: paragraphs, essays, forms, letters, creative works, etc. .Outlining .Imitation .Research .Grammar and mechanics
V. Demonstrate a knowledge of how genre shapes compositions.	1. Write paragraphs with topic sentences, adequate development, supporting evidence, unity, coherence. Types of paragraphs: Analogy Combination of methods 2. Write compositions with adequate development, unit, coherence. Types of essays: Descriptive (spatial development) Narrative (chronological order) Expository (sequential/logical order) Persuasive (logical order)

Instructional Objectives	Skills To Be Taught
Students will V. Demonstrate a knowledge of how genre shapes compositions. (continued)	3. Write friendly and business letters in proper form. Types of letters: General friendly letter General business letter Application letter with resume Letter to public official 4. Write creative works. .Short story .Poem .Monologue 5. Fill in forms. .School forms .Check stub, deposit slip .Job application
VI. Practice imitation as a means of improving the ability to organize and to express thoughts.	1. Imitate the style of a short work or a passage: modeling, parody, etc.
VII. Use formal outline in arranging material for expository or argumentative compositions.	1. Write outline based on readings for research purposes.
VIII. Write transitions within and between units of discourse.	1. Write effective transitions within units of discourse. 2. Write effective transitions between units of discourse (especially between paragraphs).
IX. Select the most effective diction for particular purposes within a composition.	1. Use effective diction. 2. Use the dictionary effectively. 3. Incorporate into compositions vocabulary gained through reading and word study.

Instructional Objectives	Skills To Be Taught
Students will X. Compose research reports and papers.	1. Incorporate secondary material into personal compositions. 2. Avoid plagiarism by proper quotation and documentation of sources, using prescribed form. 3. Write bibliography, use other formal structures as required, i.e., title page, appendices, graphs, etc.
XI. Demonstrate knowledge of grammar and mechanics so as to show their connection to the shaping of thought and of organizing compositions.	1. Observe basic rules of grammar in writing. Review grammar skills taught in grades 7, 8, 9, 10, and 11 to include: .All parts of speech .All sentence types, lengths, patterns .All tenses .All types of agreement .All types of correct usage 2. Observe basic rules of spelling. 3. Observe basic rules of punctuation in writing. Review skills taught in grades 7, 8, 9, 10, and 11 to include .End marks .Colons and semicolons .Commas and apostrophes .Quotation marks .Italics, hyphens, parentheses, etc. 4. Observe basic rules of capitalization in writing. Review skills taught in grades 7, 8, 9, 10, and 11.

WRITING SKILLS

GRADE: 12
(continued)

Instructional Objectives	Skills To Be Taught
Students will XII. Revise and proofread personal written work.	1. Use criticism of earlier draft to improve later draft. .Based on critique of teachers/ other adults .Based on critique of peers .Based on self criticism .Using checklist provided by teacher 2. Make writing more effectively by .Changing pattern of organization. .Developing ideas further. .Combining sentences. .Changing structure within sentences. .Substituting a more effective word. .Rewriting passages having violations of tone. .Making awkward passage read more smoothly. .Correcting grammatical, spelling, and mechanical errors.
XIII. Master all language skills required in Minimum Standards and Competencies for Alabama Schools and all language skills tested on the Alabama High School Graduation Exam.	

ADDITIONAL LANGUAGE ARTS COURSES

The Language Arts Course of Study Committee encourages the development of language courses to provide for student enrichment, acceleration, and remediation. Such courses should be designed locally to meet the unique needs of varying student populations; therefore, no attempt will be made to list all possible courses here.

Such courses should supplement and not supplant the regular language arts curriculum. That is, these courses should be taken as electives in addition to and not instead of the regular courses with the exception of Advanced Placement English courses and Basic Competency Test (BCT) remediation courses. These two types of courses may substitute for the regular English program if they are constituted as a regular class and if they meet the State of Alabama time requirements for granting a Carnegie Unit of credit. These courses may, however, be considered as electives to be taken in addition to the regular program if the local school system desires.

APPENDIX A

ADVANCED PLACEMENT COURSES IN ENGLISH

ADVANCED PLACEMENT COURSES IN ENGLISH

LANGUAGE AND COMPOSITION

LITERATURE AND COMPOSITION

Advanced Placement (AP) is a program of college-level courses and examinations for secondary school students. The program is sponsored and coordinated by The College Board and Educational Testing Services. The AP Program gives students opportunities to pursue college-level studies while still in high school and possibly to receive college credit upon entering a university or college of their choice. Presently over two thousand colleges and universities in the United States offer college credit to AP students who score at a specified level on the AP examinations.

A typical AP course is a special learning experience that takes a full academic year. The curriculum of the course is challenging and requires more effort and homework on the part of the student than a regular or honors high school course. It gives greater opportunity for individual progress and accomplishment and goes into greater depth with the academic material of each individual course. Course content and formal scholarship is the key objective toward which each student strives. A large portion of the educational value of the program is the fact that students develop critical thinking skills, fluid writing abilities, problem-solving skills, and expertise in absorbing masses of material. While learning, students acquire self-discipline, self-confidence, and organizational skills. Furthermore, students are able to deal with strenuous traditional academic settings and ultimately to achieve at levels higher than they had previously thought possible.

Presently the AP Program offers two separate course descriptions and examinations in English. Each is intended for qualified students who wish to complete studies in secondary school equivalent to college introductory courses in these fields.

LANGUAGE AND COMPOSITION

The AP Program in English Language and Composition is designed to include both the reading and analysis of varieties of discursive prose and the study of the process of writing--from the discovery of the topic to the preliminary drafts and the final edited draft. Students should study examples of prose from various fields and periods that will serve as models of effective styles, and the course should offer a variety of writing assignments calling for the use of different styles or tones. Through such study and practice, students gain an understanding of the principles of effective writing and become effective writers themselves. The organized study of the structures of sentences, paragraphs, and larger discursive patterns introduces students to the semantic, structural, and rhetorical resources of the language.

Since students will analyze and practice the rhetorical features of writing, the course assumes a basic knowledge of the linguistic and grammatical conventions of the English language. This does not mean, however, that the course either should prescribe one dialect or style narrowly for all occasions or irresponsibly should allow any dialect for a particular occasion.

ENGLISH LITERATURE AND COMPOSITION

The AP Program in English Literature and Composition is designed to include both the study and practice of writing and the study of literature. Students should learn to use the modes of discourse and to recognize the assumptions underlying various rhetorical strategies. Through speaking, listening, and reading, but chiefly through the experience of their own writing, students should become more aware of the resources of language: connotation, metaphor, irony, syntax, and tone.

Writing assignments should focus on the critical analysis of literature and should include essays in exposition and argument, personal narrative, and the writing of stories, poems, or plays might also be appropriate.

Furthermore, students should engage in the careful reading of literary works. Through such study, they sharpen their awareness of language and their understanding of the writer's craft. They develop critical standards for the appreciation of any literary work, and they increase their sensitivity to literature as shared experience.

To achieve these goals, students study the individual work, its language, characters, action, and themes. They consider its structure, meaning, and value, and its relationship to contemporary experience, as well as to the times in which it was written.

For further information concerning this program, contact:

Mrs. Marsha Johnson
Alabama State Department of Education
1020 Monticello Court
Montgomery, AL 36117
(205) 261-5241

Course description taken from materials furnished by The College Board.

LANGUAGE ARTS FOR THE EXCEPTIONAL STUDENT

Language arts for the exceptional student will be as varied as are the students in exceptional programs. At both ends of the spectrum are those students who need a specialized curriculum using specialized materials and equipment--one that goes beyond that needed by regular education students. Severely involved (mentally and physically) students will have limited understanding and use of language activities, while gifted students will need challenges to explore their limits. Both needs are unique and cannot be addressed here.

Many handicapped students will receive language arts instruction in either a regular class or a special class. For those students who are capable of being mainstreamed, their programs should include the same content as provided to regular students; however, there may be need for some instructional modifications and/or accommodations. These decisions related to environment (along with decisions about curriculum content) are determined by an Individualized Education Program Committee.

It is for those handicapped students (EC, EMR, and LD) receiving instruction in a special education class that the following curriculum is intended. It is not a complete curriculum, but a framework on which a teacher can build to provide appropriate experiences to the wide range of students in the class. The language arts curriculum should be based on the needs of the students, the experiences they have had, what they have already learned, and what they will need in future real-life situations.

PRIMARY LEVEL

Primary students range in ages from approximately six years to nine years with mental ages of three and one-half years to six and one-half years. Mental age (MA) represents an average age range and students may go above or below a given MA.

Emphasis at this level is on providing experiences to increase background and language development. Their experiences will be similar to those found in kindergarten.

Listening

Student should be able to

1. listen to sounds in the environment.
2. listen to someone speaking.

Speaking

Some students may exhibit limited vocabulary and inadequate speech. Many responses will be through imitation.

Students should be able to

1. say their names and give other personal data.
2. orally answer simple questions.
3. talk about what they see.

Reading

These students are usually not ready for reading before eight or nine years of age and then only those with higher IQs are ready. Therefore, they require special training in visual and auditory imagery, in coordination, in rhythms, in social situations, and in storytelling--activities leading to reading readiness.

Students should be able to

1. recognize the letters of the alphabet.
2. recognize some sight words.
3. express interest in books.
4. use some sounds to decode words.
5. sound the first letters of words.

Handwriting

Primary students lack the muscle control necessary to form letters and words with any degree of accuracy. They need practice in copying and drawing, as well as activities that incorporate muscle movement and eye-hand coordination, prior to beginning actual manuscript.

Students should be able to

1. trace.
2. write their names.
3. write some numerals.
4. copy words/numerals and short sentences.

Spelling

Students should be able to

1. spell their names.
2. spell some simple sight words.

INTERMEDIATE

Intermediate students range in ages from approximately ten to twelve years with mental ages of five years to nine and one-half years.

Skills from previous levels should be reinforced.

Listening

Students should be able to

1. follow two- and three-step oral directions.

Speaking

Students should be able to

1. continue practice in oral expression.
2. use complete sentences.
3. give brief oral reports.

Reading

By this age, students should be ready for reading with limited comprehension. The content should remain simple in words but on an interest level appropriate to their ages. It should be a conscious part of every experience rather than taught in total isolation. Emphasis should be on accuracy rather than speed. Reading abilities will range from prereading to approximately grade three.

Students should be able to

1. identify sequence of events.
2. recall facts from material read.
3. recognize signs needed for protection and safety.
4. read name and address.
5. read and comprehend material on their instructional and independent reading levels.

Functional Writing

Students should be able to

1. begin sentences using capital letters.
2. use capitals for "I," proper names, and days of the week.
3. use question marks and periods at the end of sentences.
4. use periods after Mr. and Mrs., abbreviations of days of the week and months of the year.
5. compose simple sentences.
6. recognize opposites.
7. alphabetize to at least the first two letters.
8. write a short letter.
9. use a simple dictionary.

Handwriting

Initially this will be labored and slow, but letter formation should become more distinct with practice. Letters should be within the lines of primary ruled paper.

Students should be able to

1. write legibly in manuscript.
2. write name and address.
3. write notes of request, appreciation, or invitation.
4. begin the transition to cursive.
5. write a simple message or letter.

Spelling

Spelling should be purposeful. Words selected should be based on immediate needs of the students and on classroom projects and activities. Students should be able to learn to spell five to ten new words per week.

Students should be able to

1. spell name and address.
2. spell sight words.

JUNIOR HIGH

Students range in ages from thirteen to fifteen with mental ages of seven years to ten years.

Skills from all previous levels should be reinforced.

Listening

Emphasis at this level should be on improving previously acquired skills and increasing the length of information listened to and the details of that information.

Students should be able to

1. listen to longer stories, speeches, recordings, etc.
2. follow two- and three-step directions.

Speaking

All opportunities to increase oral expression should be encouraged. Emphasis should be on age-appropriate responses.

Students should be able to

1. retell stories and events.
2. give directions.
3. make introductions.
4. present reports orally.
5. ask and answer questions.
6. use the telephone correctly.
7. participate in group discussions and meetings.
8. relay messages and assignments.
9. state personal data information.

Reading

Students' interests, informational needs, and subject-matter content will vary even though their reading abilities continue to be limited. The development of basic reading skills must continue to be emphasized. Reading ranges will be from second to third or fourth grade level. Many students will reach their maximum vertical growth at this time.

Students should be able to

1. continue developing oral and silent reading skills.
2. continue developing word attack skills.
3. read for content.
4. read for instruction.
5. use the newspaper.
6. increase independent reading skills.
7. read for enjoyment and information.

Functional Writing

Emphasis should be on applying skills to daily life situations.

Students should be able to

1. expand their usage of punctuation marks: period, question mark, exclamation point, comma, apostrophe.
2. write simple reports.
3. write friendly and business letters.
4. address envelopes.
5. use references: dictionary, encyclopedia, guides, index file, table of content, etc.
6. proofread for errors.

Handwriting

Writing should be practiced daily with emphasis on neatness, legibility, letter formation, and spacing.

Students should be able to

1. write directions.
2. write friendly and business letters.
3. fill out simple application forms and school forms.

Spelling

Spelling words should be those most commonly used by the individual in life situations and should also be selected based on classroom activities. Words related to subject matter and prevocational activities should be learned. Students should be encouraged to use sources to assist them in spelling words correctly. They should also be encouraged to proofread their work for spelling errors.

SENIOR HIGH

Students range in ages from sixteen to twenty years with mental ages of eight and one-half years to eleven years. Because these students are preparing to leave school, their language arts program should be designed to enable them to learn, relearn, and expand skills from previous levels. For many, it will be their last opportunity to acquire or refine those skills needed in daily situations.

Listening

Since many student will do limited reading and/or will have acquired limited reading skills, much of the information they receive now and as adults will be oral. It becomes even more critical that listening skills be emphasized.

Students should be able to

1. listen courteously.
2. listen for information.
3. listen to speakers at assembly programs.
4. listen to classroom lectures.

Speaking

At this level, students begin to seek jobs. An important aspect is the job interview. They may be asked questions requiring relevant personal data, as well as information on specific events, references, and skills. It becomes very important for students to be able to relay this information with clear responses and understandable speech. Slang and dialect should be discouraged for this activity.

Students should be able to

1. speak with ease.
2. give directions.
3. request and give information on the telephone.

Reading

Students will need to be provided with a variety of high interest/low vocabulary materials. Teachers must be resourceful in selecting, adapting, and preparing instructional materials. While some may profit from a continuation of the developmental sequence, emphasis at this level should be on the functional use of existing reading skills. Most reading should be for information and problem solving. Reading skills will range from first to fifth grades.

Students should be able to

1. read labels.
2. read safety signs and traffic signals.
3. read the newspaper for information.
4. read job applications, credit applications, and other forms.

Functional Writing

Emphasis should continue to be on applying skills to daily life situations.

Students should be able to

1. make greater use of reference materials.
2. use capitals.
3. use punctuation marks.

Handwriting

For those students who have not mastered cursive writing, emphasis should be on writing manuscript legibly and on writing their names cursively for signatures needed on many forms.

Students should be able to

1. write complete sentences.
2. write legibly.
3. write letters (both business and friendly), notes of invitation, and "thank-you's."
4. fill out order forms, tax forms, social security forms.
5. complete job application forms.

Spelling

Students will need to spell words that will assist them in job experiences. They will face situations requiring them to complete forms and records; therefore, spelling words should be selected according to purpose and use, and not from an arbitrarily chosen word list.

LANGUAGE ARTS FOR THE GIFTED AND TALENTED

Studies in the language arts are perhaps the most basic of all academic pursuits. The Alabama Course of Study: Language Arts recognizes that skill areas in the language arts include listening, speaking, reading, writing, use of media, and appreciation of the nuances of each mode of communication. The Course of Study acknowledges that proficiency in each skill area pervades academic functioning in all other areas. It then calls for a student-oriented school program in which curricular programs are tailored to the individual student's level of readiness and natural rate of progression.

This section suggests supplementary objectives which can be used to enrich the basic academic program while capitalizing upon the gifted child's particular learning characteristics. The objectives assume student mastery of grade-level curricular requirements. Although supplementary enrichment activities are suggested, this does not preclude the teacher's choice of accelerating student mastery of basic skills (or of remediating a skill area, if necessary.) Both vertical acceleration through grade-level skill requirements and horizontal enrichment of curricular content are feasible choices for challenging the capabilities of gifted students.

SUPPLEMENTARY OBJECTIVES FOR GIFTED AND TALENTED STUDENTS

I. TO FACILITATE PERSONAL AND AESTHETIC EXPRESSION THROUGH EXPLORATION OF A VARIETY OF WRITING STYLES.

Implementation Strategies:

.... Stimulate imaginative, creative language manipulation through exposure to open-ended writing activities (word play with anagrams, palindromes, spoonerisms; creation of myths, fables, legends; experimentation with Haiku, Cinquain, free verse; use of simile, metaphor, hyperbole).

.... Foster accurate and aesthetic descriptive writing through development of skills in perceptual and sensory awareness (observation exercises, personal journals, environmental awareness, sensory experiences).

.... Structure activities which allow students to analyze the connotative and denotative powers of words and their emotional and psychological impact (propaganda techniques, gobbledygook, euphemisms).

.... Assist students in their use of logic and rhetoric to compare and contrast points of view on issues of personal interest and national importance (essays, oratorical contests, editorials, letters to the editor, critiques, book, film, and TV reviews).

II. TO GUIDE STUDENTS IN THEIR INVESTIGATION OF THE IMPACT OF THE MASS MEDIA UPON INDIVIDUALS, LARGE POPULATIONS, AND THEIR CULTURES.

Implementation Strategies:

.... Facilitate students' identification of values, actions, and attitudes influenced by the various forms of mass media (e.g., violence on television, career preferences, individual lifestyles, stereotypical characters).

.... Structure activities which enable students through analysis and application to understand techniques of persuasion and propaganda (advertising gimmicks, author's purpose, fact versus opinion, detection of bias and distortion).

.... Provide opportunities for the investigation of contemporary issues involving democratic values and communication within society (e.g., freedom of speech, censorship, the right to privacy, protection of sources).

.... Foster awareness of the use of language arts skills in career pursuits (careers in television production, computer programming, journalism, management, reporting of scientific research, education).

III. TO ASSIST STUDENTS IN THEIR IDENTIFICATION OF MORAL PRINCIPLES AND THEIR IMPACT UPON STUDENTS' LIVES.

Implementation Strategies:

.... Provide opportunities for student analysis of the traits which comprise characters and motivate their actions (dramatization of plays, puppetry productions, role-playing with concrete situations, Reader's Theatre, television character analysis, comparison and contrast of themes in literature, film, and television productions).

.... Encourage students to analyze biographical and historical events which contribute to the author's purpose in creating a work of literature, whether fiction or nonfiction (biographical study of authors, dramatic portrayal of particular author-simulated recreations of historical situations).

.... Structure activities which require students to evaluate the author's impact upon contemporary and future events (historical research, presentation of plays to selected audiences, simulated "Meeting of the Minds").

APPENDIX C

CAREER EDUCATION IN THE LANGUAGE ARTS PROGRAM

INSTRUCTION IN ETHICS, MORAL VALUES, AND CITIZENSHIP

IN THE LANGUAGE ARTS

CAREER EDUCATION IN THE LANGUAGE ARTS PROGRAM

Career education is a comprehensive educational approach to the preparation of students for living as fulfilled human beings in a predominantly technical, specialized society. Career education begins in the kindergarten and continues through the student's school years.

The concept of developmental career education dictates the necessity for a total educational program which is relevant to the world of work and which is programmed to provide for

a. the development of an awareness of self and the world of work in elementary level students,

b. exploratory experiences for middle school students, and

c. the acquisition of knowledge and skills necessary for high school students to pursue further education or to become employed.

On February 2, 1984, the Alabama State Board of Education adopted Resolution F #40 which requires that the concept of career education be included in the curriculum of appropriate courses and subjects and that each local board of education ensure that career education be woven into the basic subject areas at grades K-12. Career education is intended to make education more relevant and meaningful to students through the infusion of career education concepts in subject matter.

The purposes of career education are to

1. provide students with an understanding of their places and future in the world of work,

2. assist students in learning how to make decisions,

3. enable students to recognize and investigate career choice based on their own interests and aptitudes,

4. encourage students to have a positive attitude about the application of work, and

5. provide students with a clear understanding of the Free Enterprise System.

Language arts teachers should consider career education as an integral component of instruction to increase student ability to learn the content and skills included in this Course of Study. The language arts curriculum encompasses a wide range of human communication skills essential to the individual's successful participation in the world of work, and language arts teachers should utilize every possible opportunity to infuse career education activities into classroom instruction. Teaching language arts skills in the context of career education will serve to enhance the relevancy of the curriculum for students.

The following represent some suggestions for teachers to utilize in integrating career education activities into language arts courses of instruction:

1. As students develop listening, reading, spelling, speaking, and functional and creative writing skills, they can participate in career education activities that will relate these skills and competencies to learning about occupations and the world of work.
2. Each student has some knowledge and feelings about himself/herself, what kind of person he or she is, and what he or she hopes to become, as well as motivation to increase his/her level of self-awareness. Language arts skills and concepts are central to self-awareness and growth. For example, students may use poetry as a stimulus for discussing topics such as "Who Am I?" and "Where Am I Going?" The class may work together at brainstorming ideas for interview questions that will help them discover facts about one another's backgrounds, hobbies, interests, career expectations, and life goals. Additionally, they can research the educational, physical, and mental

requirements for a career or occupation they are interested in investigating as a potential career. After the conclusion of their research about a specific career or occupation, they can write a theme or essay on how the career meets their needs as a productive human and citizen.

3. Career exploration is learning about career performance and associated lifestyles, rewards, leisure time, working conditions, and the education and training requirements needed to enter a specific occupation or career. As students learn language arts concepts, skills, and competencies, they should be able to utilize these for career exploration activities. Research of this type has immediate practical value for students and society and incorporates reading, writing, speaking, and listening in a comprehensive, developmental program of career development that can extend throughout adulthood.
4. Decision-making skills are related to language arts skills such as distinguishing facts from opinion or fantasy, researching sources of information, composing expository paragraphs, organizing and summarizing facts in order to reach tentative and final conclusions, and making recommendations. Through the application of these and other language arts concepts, skills, and competencies, students learn the value of making rational and sound career decisions.

Career education is not conceived to replace or be in addition to any educational programs in existence today. It is intended, however, to make educational subject matter more meaningful and relevant to the individual by integrating the world of experience and the world of work into the classroom. Career education concepts suggest that subject matter can be made more meaningful to students through reconstructing and refocusing subject matter concepts around a career development theme.

Infusing career education concepts into the Language Arts Course of Study is based on the premise that education provides the student with an understanding of how to live, how to learn, and how to earn. Career education is the education of today's students in a manner which will help them enhance their ability to live and succeed in the technological society of tomorrow. It prepares the future adult to develop the philosophy that work has value and meaning to the individual and to society. It provides exposure to a wide variety of possible careers through examination of subject matter related activities, so that young adults can make career choices on the basis of knowledge of their particular needs, abilities, interests, and the needs of society.

INSTRUCTION IN ETHICS, MORAL VALUES, AND CITIZENSHIP IN THE LANGUAGE ARTS

The State Board of Education has a long history of affirming the inclusion of instruction in ethics, moral values, and citizenship in the courses of study utilized in the public schools of Alabama. In 1971, the Board approved a resolution setting up a plan for instruction in ethics and moral values in the school and reaffirmed this position in 1986 with a resolution mandating that the principles of citizenship, democracy, and patriotism be emphasized and taught in the classrooms of Alabama in each grade, K-12, in a planned, thorough, comprehensive, sequential, and verified way.

Schools in America have long served as important agents for the preservation and transmission of our culture. Education to engender beliefs and values has been a persistent theme in American education from the early colonial days to the present. Education in the home and school was designed to emphasize that individuals had to conduct themselves in ways consistent with a common set of beliefs that translated into moral guidelines for citizens.

Values consensus theory suggests that there is a set of core values in American society on which there is some measure of concurrence. The public clearly expects schools to inculcate those values for which there is consensus. The following is a list of concepts that embody many of the common values embraced by Americans:

A. To develop a positive self-concept based on the dignity of the individual, the acceptance of responsibility, honesty, wide decision-making skills, and courage and honor.

B. To respect others by showing kindness demonstrating good sportsmanship, accepting those who are different, and exhibiting a sense of fair play and justice.

C. To plan for the world of work based on one's interests and abilities, an understanding of economics and the Free Enterprise System, and an appreciation for the dignity and value of work.

D. To become a good citizen by showing respect for public and private property and law and order, by participating in the democratic process, by learning about America's heritage, and by demonstrating patriotic behavior.

Instruction in ethical and moral values and in democratic beliefs permeates the curriculum in all areas and at all levels. Traditional American values are especially emphasized in the Social Studies Curriculum Guide and in the Guidance and Counseling State Plan for Excellence. Opportunities for emphasizing this instruction in the language arts are also abundant. The development of language skills and the appreciation and analysis of literature are essential tools in the transmission of our culture from one generation to the next. It is anticipated that language arts teachers will incorporate such instruction in their daily lessons at every opportunity. Any subsequent language arts instructional materials developed by the State Department of Education or by local education agencies should include comprehensive, documented instruction in ethical and moral development.

APPENDIX D

EVALUATING WRITING

EVALUATING WRITING

The opportunities students have to write are often limited by the teacher's perception of how evaluation of student writing should occur. Traditional grading methods often create an unreasonable paper workload for the teacher and do little to facilitate the improvement of writing skills. The use of a variety of alternative methods of evaluation can make the teacher's workload more manageable, as well as foster a positive attitude toward self-improvement on the part of students.

There are two kinds of evaluation of writing. Formative evaluation attempts to measure a student's growth in writing while summative evaluation involves assigning a grade to a particular piece of writing. Summative evaluation, or grading, should not occur with every piece of writing. Indeed, evaluation should become part of the learning process, and writing tasks should be frequent with many opportunities for revision and improvement.

Evaluation should relate specifically to instruction. Since all aspects of writing cannot be taught at one time, all aspects should not be evaluated in every piece of writing. Effective evaluation requires that students understand how their writing will be evaluated; therefore, teachers should be clear on their purposes for evaluation. Some major reasons for evaluating student writing include

- to determine if students were able to accomplish a specific writing task,
- to diagnose writing problems which need to be addressed through instruction,
- to recognize and reinforce strengths and show where improvements can be made, and
- to assess the extent to which students have mastered a skill or set of skills in writing.

At no time should the teacher take a red pen and systematically mark numbers of errors on student written work. Instead, one of the following methods of evaluation should be used:

- process conferencing
- group or peer evaluation and feedback
- use of a checklist
- evaluation through comments
- analytic evaluation
- primary trait scoring
- holistic scoring
- folder evaluation

Each of these methods is described briefly in this appendix.

Process conferencing

A teacher-student conference may occur at any stage of the composing process. Conferences seem to provide the most help when they occur during the prewriting or drafting stage. Feedback given in these stages helps students perceive the teacher as a helper. Conferencing also allows the teacher to individualize instruction and to follow a student's progress with respect to a particular trait. Such conferences are short but effective.

Group or peer evaluation and feedback

Through sharing, students can be taught to give constructive criticism. Students can respond to each other's writing orally or through written comments. Checklists are useful in this type of evaluation. Groups should be set up for very specific purposes and in a positive atmosphere.

Use of a checklist

An evaluation checklist is useful both in revising and proofreading and also as a guide for evaluating writing. A checklist should include a manageable list of criteria appropriate for the writing and the age level of the student.

Evaluation through comments

Written comments which provide positive reinforcement, as well as constructive criticism, are more effective than error correction with a red pen. Comments should reflect the teacher's evaluation of the student's ideas, as well as the student's skill in organization or use of mechanics.

Analytic evaluation

Analytic evaluation involves assessment of a set of writing components such as syntax, mechanics, organization, and idea development. Components do not necessarily have equal weight in grading. Analyzing a written product should give the teacher an indication of instructional needs.

Primary trait scoring

Evaluation through primary trait scoring focuses on one or two aspects of the writing which have been the focus of instruction, such as the use of transitions or effective description through similes, adjectives, and adverbs. Other aspects of the writing are not neglected but grading is based primarily on a specific trait.

Holistic scoring

Holistic scoring is used primarily for program evaluation at the school or system level. It involves making a judgement about the total impact of a written product without analysis of separate features of the writing. Large numbers of papers can be read and scored with a high degree of reliability. This kind of evaluation yields group data useful for program planning.

A holistic approach to evaluating individual student writing products can be achieved through the use of scoring grids which require that selected features of the writing be rated for total impact.

Folder evaluation

The folder or portfolio in which a student's best products are collected for evaluation over a semester or year serves as a cumulative record of progress. The evaluation of a collection of products provides an accurate picture of a student's writing strengths and weaknesses. Such folders can become a part of a student's permanent record to be used for instructional planning by the student's subsequent teacher.

Varying the method of evaluation is recommended. The method and/or methods of evaluation selected should be related to the needs of students and the nature of instruction. The use of only numerical or letter grades for the evaluation of writing is generally subjective or artificial. The methods of evaluating writing suggested here have proven to be effective across grade levels and achievement levels. The traditional practice of correcting students' errors has proven to be ineffective and damaging. Requiring students to correct their own errors teaches students to take responsibility for their own editing. The evaluation of writing is <u>not</u> correcting writing. Instead, it should lead to improved writing, as well as improved instruction in writing.

APPENDIX E

TIME REQUIREMENTS FOR SUBJECT AREAS

STUDY HABITS, HOMEWORK, AND STUDENT RESPONSIBILITIES

TIME REQUIREMENTS FOR SUBJECT AREA

In accordance with # 1.1.5 (Action Item # F-1) adopted by the Alabama State Board of Education on February 23, 1984, which directs the State Courses of Study Committee to include time-on-task requirements in the State Courses of Study, the following recommendations are made:

THE TOTAL INSTRUCTIONAL TIME OF EACH SCHOOL DAY IN ALL SCHOOLS AND AT ALL GRADE LEVELS SHALL EQUAL 6 HOURS OR 360 MINUTES EXCLUSIVE OF LUNCH PERIODS, RECESS, OR TIME USED FOR CHANGING CLASSES.

THE FOLLOWING MINIMUM TIME ALLOTMENTS SHALL BE FOLLOWED:

SUBJECT AREA	GRADES 1-3	GRADES 4-6
Language Arts Spelling, Grammar, Listening, Handwriting, Composition, Speaking	60 minutes daily	60 minutes daily
Reading	90 minutes daily	60 minutes daily
Mathematics	60 minutes daily	60 minutes daily
Science	30 minutes daily	45 minutes daily
Social Studies	30 minutes daily	45 minutes daily
Physical Education	30 minutes daily	30 minutes daily
Humane Treatment of Animals	20 minutes weekly	20 minutes daily
Health	60 minutes weekly	60 minutes weekly
*Art	60 minutes weekly	60 minutes weekly
*Music	60 minutes weekly	60 minutes weekly
*Computer Literacy	60 minutes weekly	60 minutes weekly

*NOTE: The areas of Art and Music, as well as Computer Literacy, may be incorporated into other subject areas or taught separately on a rotating basis.

GRADES 7-12

A minimum of 140 clock hours of instruction is required for one Carnegie Unit of credit. A time allotment of either 50 minutes per day or 250 minutes per week will satisfy this requirement and still allow for flexible scheduling. This requirement applies to those schools which are not accredited as well.

In those schools where grade 7 and 8 are housed with other elementary grades, the school may follow the time requirements listed for grades 4-6 or the time requirements listed for grades 7-12.

REMEDIAL AND/OR ENRICHMENT ACTIVITIES

Remedial and/or enrichment activities should be a part of the time schedule for the specific subject area.

KINDERGARTEN

In accordance with Rule # 290-050-010-.02-.11ER Alabama Kindergarten, the overall daily time schedule of the kindergartens shall be the same as the schedule of the elementary schools in the system of which they are a part. In setting up a child's schedule, consideration should be given should be given to rest periods and variety in activities. The schedule should provide some time for the child to follow individual interests in a relaxed, unhurried atmosphere The schedule should be flexible and not followed in such a manner as to cause tension or a feeling of pressure on the part of the child. In a well-planned kindergarten program, a child should enjoy and profit from a full day's activity.

STUDY HABITS, HOMEWORK, AND STUDENT RESPONSIBILITIES

Through classroom activities, students should learn to understand and to accept responsibility and to value the importance and dignity of work. Students need to become aware that their competency increases their ability to achieve their desired goals and to function as responsible citizens. Early in school, students should learn that work and responsibility are important aspects of growing up. They should take pride in work well done.

It is important for students to see how their relationships with adults and classmates affect their performance and success in school. When students become responsible persons, they then learn to accept and solve problems, as well as to trust in their own abilities. This acceptance of responsibility helps to make their human relationships more meaningful and satisfying.

Guidelines should be developed by local boards of education for promoting appropriate student behaviors which lead to acceptance of responsibility. These guidelines should focus on giving students a sense of ownership (or investment) in their education. Lessons should include emphasis on student responsibility and evidence of student progress in accepting responsibility.

In relation to the understanding and acceptance of responsibility and to the value of the work ethic, students should learn to study effectively and to apply problem-solving and critical-thinking skills. Student responsibility in the learning process must be clearly defined. The use of study skills and homework should be a part of every student's instructional plan.

APPENDIX F

GLOSSARY OF TERMS

GLOSSARY

Definitions given for the following terms refer to the context in which they are used in this course of study. Although some of the terms may have other meanings if used in different context, no attempt is made to list those meanings.

brainstorming: a small or large group activity during which writers generate as many ideas as possible on a subject. After all ideas are collected, related ideas are grouped and unnecessary items are eliminated. This activity helps to limit or to expand a topic.

basilect: the home language originally learned.

classical invention: the use of Aristotle's questions on ways to view a subject: definition, comparison, relationship, testimony, and circumstance.

climactic narrative: a narrative with a beginning, middle, and end.

clustering: beginning with a key word, using free association to cluster around it key words and phrases, in order to select one for focus in a writing assignment.

conventional letters: letters that follow accepted or standard alphabet letter formation.

cubing: a device for considering a subject from six perspectives: description, comparison, association, analysis, application, and argumentation.

environmental print: print that is readily available to students in their everyday world, i.e., road signs, grocery labels, fast food names.

explication: an analysis of the parts of a literary work and of how the parts relate to the work as a whole.

forecast/prediction: the calculation of some future event or condition; an indication of that which is likely to happen.

freewriting: writing with no particular focus for a specified time (3 to 10 minutes) without re-reading, crossing out, or correction of mechanics.

homograph: one of two or more words spelled alike but different in meaning and pronunciation.

homonym: one of two or more word that sound the same but are different in meaning.

interviewing: asking questions about a personal experience or literary topic. One student questions another student or a small group.

invented spelling: students' original spellings, not necessarily standard spellings, constructed by students' application of sound/symbol correspondences.

listing: writing words or phrases under a heading that relates to that subject--preceding organization and selection in the writing process.

literate environment: an environment that is rich in printed materials of all kinds.

looping: a writing procedure in which a student focuses on one topic and writes for a short time; reads; expresses the main idea in a sentence; then moves to another topic and does the same, for at least three loops.

parallelism: recurrent syntactical similarities introduced for rhetorical effect.

paraphrase: a restatement of someone else's thoughts retaining the author's meaning in approximately the same number of words.

peer conferencing: discussions between or among classmates regarding writing, usually about possible topics for writing.

precis: discussions between or among classmates regarding writing, usually about possible topics for writing.

problem-solving: a method of analyzing steps used in solving a problem, then applying steps in writing solution of another problem.

process (directional): giving instructions which the reader/listener may follow to produce a product.

process (informational): giving an explanation about how something was made or accomplished, used for information rather than for imitation.

reporter's formula: questions used in writing the lead of a newspaper article. Who? What? When? Where? Why? How? Use answers to focus compositions.

rhetorical techniques: the effective use of language to produce irony, sarcasm, humor, climax, propaganda, simile, metaphor, hyperbole, personification, etc.

self-interview: stimulation of a topic for writing by imagining yourself as two people discussing a subject.

straight-line narrative: a story of a single incident.

summary: a condensed version, in one's own words of someone else's writing, includes only main points and details.

tagmemic invention: a technique to generate ideas for development that requires writers to ask questions about certain aspects of their subject. For example: <u>questions of contrast</u>: How is the subject different from similar things. How is it made? How might it be different for/to me than for someone else? <u>questions of variation</u>: How much can it change and still be itself? How is it changing? How quickly does it change? How do I change in relationship to it? <u>questions of distribution</u>: When and where does this take place? What is the larger think of which it is a part? How does it fit into my life? What came before or after it?

APPENDIX G

DOLCH WORD LIST

WILSON'S ESSENTIAL VOCABULARY

BASIC COMPETENCY EDUCATION SPELLING LIST

DOLCH WORD LIST

220 BASIC SIGHT WORDS

PRE-PRIMER	PRIMER	FIRST GRADE	SECOND GRADE	THIRD GRADE
a	all	after	always	about
and	am	again	around	better
away	are	an	because	bring
big	at	any	been	carry
blue	ate	as	before	clean
can	be	ask	best	cut
come	black	by	both	done
down	brown	could	buy	draw
find	but	every	call	drink
for	came	fly	cold	eight
funny	did	from	does	fall
go	do	give	don't	far
help	eat	going	fast	full
here	four	had	first	got
I	get	has	five	grow
in	good	her	found	hold
is	have	him	gave	hot
it	he	his	goes	hurt
jump	into	how	green	it
little	like	just	its	keep
look	must	know	make	kind
make	new	let	many	laugh
me	no	live	off	light
my	now	may	or	long
not	on	of	pull	much
one	our	old	read	myself
play	out	once	right	never
ran	please	open	sing	only
red	pretty	over	sit	own
said	run	put	sleep	pick
see	ride	round	tell	seven
the	saw	some	their	shall
three	say	stop	these	show
to	she	take	those	six
two	so	thank	upon	small
up	soon	them	us	start
we	that	then	use	ten
where	there	think	very	today
yellow	they	walk	wash	together
you	this	were	which	try
	too	when	why	warn
	under		wish	
	want		work	
	was		would	
	well		write	
	went		your	
	what			
	white			
	who			
	will			
	wish			
	yes			

WILSON'S ESSENTIAL VOCABULARY

Adults Only
Antidote
Beware
Beware of the Dog
Bus Station
Bus Stop
Caution
Closed
Combustible
Contaminated
Condemned
Deep Water
Dentist
Don't Walk
Do Not Cross, Use Tunnel
Do Not Crowd
Do Not Enter
Do Not Inhale Fumes
Do Not Push
Do Not Refreeze
Do Not Shove
Do Not Stand Up
Do Not Use Near Heat
Do Not Use Near Open Flame
Doctor (Dr.)
Down
Dynamite
Elevator
Emergency Exit
Employees Only
Entrance
Exit
Exit Only
Explosives
External Use Only
Fall Out Shelter
Fire Escape
Fire Extinguisher
First Aid
Flammable
Found
Fragile
Gasoline
Gate
Gentlemen
Handle With Care
Hands Off
Help
High Voltage
In
Inflammable
Information
Instructions
Keep Away
Keep Closed At ALL TIMES
Keep Off (The Grass)
Keep Off
Ladies
Lost
Live Wires
Men
Next (Window) (Gate)
No Admittance
No Checks Cashed
No Credit
No Diving
No Dogs Allowed
No Dumping
No Fires
No Littering
No Fishing
No Hunting
No Minors
No Smoking
No Spitting
No Swimming
No Touching
No Trespassing
Not For Internal Use
Noxious
Nurse
Office
Open
Out
Out of Order
Pedestrians Prohibited
Poison
Poisonous
Police (Station)
Post No Bills
Post Office
Posted
Private
Private Property
Pull
Push
Safety First
Shallow Water
Shelter
Smoking Prohibited
Step Down
Step Up
Taxi Stand
Terms Cash
Thin Ice
This End Up
This Side Up
Up
Use Before (Date)
Use in Open Air
Use Other Door
Violators Will Be Prosecuted
Walk
Wanted
Warning
Watch Your Step
Wet Paint
Women
All Cars (Trucks) Stop
Ask Attendant for Key
Beware of Cross Winds
Bridge Out
Bus Only
Caution
Construction Zone
Curve
Danger
Dangerous Curve
Dead End
Deer (Cattle) Crossing
Detour
Dim Lights
Dip
Do Not Block Walk (Driveway)
Do Not Enter
Drifting Sand
Drive Slow
Emergency Vehicles Only
End 45
End Construction
Entrance

WILSON'S ESSENTIAL VOCABULARY
(continued)

Exit Only
Exit Speed 30
Falling Rocks
Flooded
Floods When Raining
Four Way Stop
Freeway
Garage
Gate
Go Slow
Hospital Zone
Inspection Station
Junction 101-A Keep To
the Right (Left)
Lane Ends
Last Chance for Gas
Left Lane Must Turn Left
Left Turn on This Signal
Only - Signal On
Left Turn Only
Left Turn O.K.
Loading Zone
Look
Look Out for the Cars
(Trucks)
Listen
M.P.H.
Mechanic On Duty
Men Working
Merge Left (Right)
Merging Traffic
Military Reservation
Next
No Left Turn
No Parking
No Passing
No Right Turn
No Right Turn on Red Light
No Smoking Area
No Standing
No Stooping
No Turns
No "U" Turn
Not a Through Street
One Way Do Not Enter
One Way Street
Pavement Ends
Playground
Proceed at Your Own Risk
Private Road
Put on Chains
R.R.
Railroad Crossing
Restrooms
Resume Speed
Right Lane Must Turn Right
Right Turn Only
Road Closed
Road Ends
School Stop
School Zone
Slide Area
Slippery When Wet (Frosty)
Slow Down
Slower Traffic Keep Right
Speed Checked by Radar
Steep Grade
Stop
Stop Ahead
Stop for Pedestrians
Stop When Occupied
Stop Motor
This Lane May Turn Left
This Road Patrolled by Aircraft
Three Way Light
Turn Off 1/2 Mile (1/2 Mile)
Turn Off
Traffic Circle
Truck Route
Unloading Zone
Use Low Gear
Watch for Flagman
Watch for Low Flying Aircraft
Winding Road
Yield
Yield Right of Way

BASIC COMPETENCY EDUCATION SPELLING LIST

GRADE 1

about	dresses	here	other	time
again	each	house	paint	to
alone	eating	hurry	party	too
animals	every	jump	peaceful	town
apple	fast	laugh	people	train
ask	father	letters	picnic	trains
asked	feel	light	picture	truck
basket	first	living	please	very
being	fish	looked	ready	water
birthday	flower	lunch	rabbit	were
boy	found	many	right	when
bring	friend	meet	school	where
buy	front	milk	sitting	window
can't	game	money	snow	woman
catch	garden	morning	sometimes	word
celebrate	gives	mother	spring	work
children	goes	Mr.	street	working
color	green	Mrs.	sun	would
dark	guess	night	surprised	yard
day	hear	nothing	than	year
does	heard	on	thank	your
doing	help	once	their	

BASIC COMPETENCY EDUCATION SPELLING LIST

GRADE 2

above	brother	dinner	floor
across	build	dishes	follow
afraid	busy	dollar	football
after	cannot	done	fourth
air	care	drink	frog
airplane	carry	drive	fruit
almost	caught	driver	glass
answer	cents	duck	grass
anything	chair	ear	happen
ate	change	early	happy
babies	chicken	enough	hardly
bank	city	evening	haven't
beautiful	close	ever	heavy
because	clothes	everyone	hungry
believe	coal	everything	I'll
bicycle	corner	eye	I'm
board	couldn't	face	important
bone	country	fair	inside
bottom	cross	fall	isn't
bread	dance	family	its
breakfast	didn't	fence	it's
bright	different	field	I've

BASIC COMPETENCY EDUCATION SPELLING LIST

GRADE 2
(continued)

kept
kinds
kitchen
knew
ladder
lake
large
largest
later
leave
library
life
lines
machine
mail
maybe
middle
minutes
moon
mountain
need
number
office
own
paper
park
part
pass
past
pay
piece
place
play
present
print
question
quickly
quiet
radio
reach
read
remember
return
river
sea
seven
should
someone
sound
soup
stairs
start
station
stories
storm
straight
strong
summer
suppose
table
teach
teacher
thought
through
ticket
together
tomorrow
tonight
took
tooth
trip
until
us
useful
visit
voice
wait
watch
week
which
while
wind
winter
won't
wood
world
write
writing
wrong

BASIC COMPETENCY EDUCATION SPELLING LIST

GRADE 3

address	church	English	holiday
adventure	circle	enjoy	hospital
Alabama	clouds	everybody	hour
already	company	example	inches
among	contest	except	inquire
America	correct	excuse	instead
appear	cost	expect	interest
arrange	course	explain	interesting
autumn	cousins	fold	journey
average	decide	force	judge
awful	delicious	forest	known
baseball	depend	forget	law
bath	died	forward	learn
became	direction	gas	learned
become	divide	given	less
body	doctor	group	lesson
breath	doesn't	grown	lovely
broke	draw	guide	market
built	dry	half	matter
calendar	during	hasn't	mile
certain	earn	heart	mistake
charge	earth	heat	month
choose	east	heroes	motor
chose	either	history	nation

BASIC COMPETENCY EDUCATION SPELLING LIST

GRADE 3
(continued)

north
ocean
often
order
packed
paid
parent
pencil
perform
pitcher
plain
plenty
porch
potatoes
pound
president
pretend
promise
prove
quite
reason
receive
remain
repair
repeat
rescue
respect
ruler
safety
salt
save
saving
scene
search
season
serious
several
sheet
shelf
since
single
skin
smooth
south
space
spare
speak
special
spend
spoke
stage
star
state
stream
study
sudden
swallow
taste
teeth
test
themselves
they're
throat
toward
trade
traffic
travel
truly
truth
tunnel
twice
understand
United States
upon
usually
vacation
valley
vegetable
visitor
weather
weight
welcome
we're
weren't
west
whole
women
wouldn't
written
wrote
you're
you've

BASIC COMPETENCY EDUCATION SPELLING LIST

GRADE 4

accent
accept
action
adjust
afford
although
amount
anybody
article
balance
brain
breathe
business
check
citizen
climate
collect
command
committee
cotton
current
customer
damage
dangerous
date
death
debt
declare
delivery
develop
dictionary
difficult
discovery
disease
distance
disturb
dozen
electricity
equal
experience
express
fact
factory
favorite
flood
forever
freedom
furniture
gallon
general
gentleman
government
grateful
groceries
guest
habit
hadn't
handkerchiefs
health
human
improve
information
introduce
language
least
length
locate
magnet
material
measurement
medicine
mention
music
nature
newspaper

BASIC COMPETENCY EDUCATION SPELLING LIST

GRADE 4
(continued)

nurse
opinion
opposite
owe
patient
pause
peace
perfect
period
person
phone
planet
poison
position
problem
pronounce
pupil
purpose
quart
quarter
regular
remove
represent
responsible
result
rough
scale
scenery
sentence
service
sight
silence
skill
solve
southern
speech
spell
square
statement
steady
stomach
stroke
succeed
success
supplies
supply
support
temperature
transfer
treaty
Thanksgiving
turkey
typewriter
view
whether
yesterday
zero
zone

Spelling List will include:
Months of the year
Days of the week
Numbers 1 to 100

APPENDIX H

LIST OF RESOURCES

INTRODUCTION

This list of free or inexpensive materials has been compiled to assist language arts teachers in locating supplementary teaching materials. Many sources have been used in identifying these items: library and teaching magazines, education journals, indexes to free materials such as the Educator's Progress Guides, the Encyclopedia of Associations, and the Vertical File Index. However, this is not a comprehensive list and teachers are urged to continue the search.

Every effort was made to be certain that all the materials listed are available, at least at time of publication of the Language Arts Course of Study. To do this, letters were sent to all sources and only those that replied affirmatively have been included.

Following one or two rules-of-thumb can ensure a more pleasant experience. For example, write the letter requesting an item on school letterhead. Request only one item per letter and briefly explain your purpose in using the material. If it is material for class use, tell how many students are in the group. If the item must be reserved for use, provide two or three alternate dates. Type or print the name and address information clearly and do not forget to include postage, if it is required.

Alabama Power Company
Educational Services
P. O. Box 2641
Birmingham, AL 35282-9984

16 mm. films to borrow for enrichment or basic instruction. Titles related to the language arts area include: "James Weldon Johnson," "Story of a Book," "Bags," "The Dot," "Library World," "The Reference Section," and "Robert Frost."

American Classical League
Miami University
Oxford, OH 45056

Primarily producers of materials for teachers of Latin, Greek, and classical humanities. Some materials are relative to language arts instruction, such as: Latin-English Derivative Dictionary, Word Ancestry, Latin Words in Current English, The Greeks Had a Word for It, Mythology Crossword Puzzles, Mythical Meters, Mythological Monsters, Visuals and Learning Activities, and others.

American Library Association
Association for Library Service to Children
Young Adult Services Division
50 East Huron Street
Chicago, IL 60611

Provides pamphlets, bibliographies, programming-support materials and posters; titles include: Newbery Medal Books, Programming for Children with Special Needs, Notable Children's Books, High Interest/Low Reading Level Information Packet, Let's Read Together, Selecting Material for Children with Special Needs, Children and the Voices of Literature, and One World in Children's Books.

American Library Association
Office for Intellectual Freedom
50 East Huron Street
Chicago, IL 60611

Furnishes information and brochures related to censorship.

American Speech-Language-Hearing Association
10801 Rockville Pike
Rockville, MD 20852

Organization representing the interests of people affected by hearing, speech, and language disorders. Publications include How Does Your Child Hear & Talk? and poster "Find Your Child's Speech & Hearing Age" and "Animated Posters on Healthy Hearing."

ANPA Foundation
The Newspaper Center
Box 17407
Dulles International Airport
Washington, DC 20041

"Bibliography of Newspaper in Education Materials" is available for $1.50.

Appalachia Educational Laboratory (AEL)
P. O. Box 1348
Charleston, West Virginia 25325

Part of the Research & Development Exchange funded by the federal government to bring research and school practice closer together. "Secondary School Reading Resources; An Annotated Bibliography" is available from the Interpretation Service.

Associated Writing Programs
Old Dominion University
Norfolk, VA 23508

An annual competition for book-length works for all authors writing in English. The winner of each genre receives a cash award and guaranteed publication. The AWP Newsletter is published four times yearly, subscription cost is $12.

AVKO Educational Research Foundation
3084 W. Willard Road
Birch Run, MI 48415

Publications include a "Great Idea" reprint series and booklets with titles such as Sample Word Family Puzzles that Special Education Students Can Create, A Sound Map of All Basic Phonograms, and The SQ3R Reading Formula Really Works.

Bank Street College
Child Study Children's Book Committee
610 W. 112th Street
New York, New York 10025

Booklists: Paperback Books for Children Through Age 12, Books to Read Aloud with Children Through Age 8, and Children's Books of the Year 1984.

Black Warrior Review
P. O. Box 2936
University, AL 35486

Contemporary poetry and fiction are featured in this literary journal, two issues for $6.50 a year.

Carolyn Hammer
Route 27
Luttrell Road
Knoxville, TN 37918

Tips and Bright Ideas is a booklet that promotes creative writing in the classroom by suggesting strategies and a bibliography. Costs one dollar and a self-addressed, stamped business envelope.

CBS Educational & Community Services
CBS Broadcast Group
51 West 52 Street
New York, New York 10019

A nationwide television script-reading project designed to capitalize on students' enthusiasm for television to help improve their reading skills and motivate further reading. Program materials generally funded by local corporations with liaison furnished by a local television station.

Center for Writers
Southern Station
Post Office Box 5144
Hattiesburg, MS 39401

Mississippi Review, a literary review, is published twice annually; subscription cost is $10.00 a year.

Children's Book & Music Center
2500 Santa Monica Boulevard
Santa Monica, CA 90404

Inexpensive books: How to Write a Great School Report ($5.00) and How to Write a Term Paper ($3.95).

Children's Book Council
67 Irving Place
New York, New York 10003

Official newsletter, CBC Features, requires a one-time-only handling fee of $25.00 and contains articles and leads to free/ inexpensive materials. Also available from this source are audiocassettes about children's literature, bookmarks, mobiles, posters, books and brochures.

College English Association
Downtown College
One Main Street
University of Houston
Houston, TX 77002

Publishes The CEA Directory of Writing Programs in the United States and Canada.

Copyright Clearance Center, Inc.
27 Congress Street
Salem, MA 01970

This not-for-profit service was established at the suggestion of the U. S. Congress to provide a centralized photocopy permission and payment system. It does not make photocopies but can convey limited rights to others to copy in small quantities at reasonable fees. Copy permission for over 4000 titles is available. Registration and the list of available titles for the service is free.

Council for Basic Education
725 15th Street, N. W.
Washington, D. C. 20005

Organization advocating improved teaching in the liberal arts, including all the language arts. Publishes a monthly journal and provides professional development programs such as "Writing to Learn Workshops" that train teachers in other disciplines to integrate writing instruction into their courses.

Danish Government Film Library
Royal Danish Embassy
Information Department
3200 Whitehaven Street, N.W.
Washington, DC 20008

Free-loan 16mm sound films. Order from Audience Planners, Inc., 280 Park Avenue, New York, New York 10017. Six films about the life and work of Hans Christian Anderson are relevant to language arts.

Eastman Kodak Company
343 State Street
Rochester, NY 14650

Free booklet containing 275 ways teachers can use photography in the classroom.

English Institute
Department of English
Indiana University
Bloomington, IN 47405

An annual meeting of scholars, critics, teachers, and writers designed to provide a forum for fresh approaches to literary study, also publishes Selected Essays from the English Institute.

Fiction Network
Post Office Box 5651
San Francisco, CA 94101

A fiction syndicate and magazine that distributes short stories to newspapers and regional magazines. Sponsors an annual fiction competition. Publishes twice a year; costs $12 for a two year subscription.

First Impressions
University of Alabama
Graduate School of Library Service
Box 6242
University, Alabama 35486

A free publication, sent upon request, that has as its purpose to keep the book arts community and collectors of fine printing abreast of the activities/publications of the Institute for the Book Arts.

General Learning Corporation
Curriculum Innovations, Inc.
Writing!
3500 Western Avenue
Highland Park, IL 60035

Writing! is a resource to use in teaching writing to students in grades 7-12. Published monthly during the school year. Each issue focuses on a specific type of writing and features related activities. Magazine format with teacher's guide. Fifteen student issues is a minimum order.

Georgia Review
University of Georgia
Athens, GA 30602

A regional literary quarterly that includes essays, stories, poems, graphics, and book reviews. 1 year (4 issues) $9.00.

Highlights for Children
2300 W. Fifth Avenue
Post Office Box 269
Columbus, OH 43272-0002

Publishers of a children's magazine and inexpensive classroom materials including Fables and Folktales from Many Lands and Creative Writing Activities.

Horn Book, Inc.
31 St. James Avenue
Boston, MA 02116

Free bibliographies of children's books are available on an occasional basis. Also publishes an inexpensive quarterly newsletter, The Read-Aloud Handbook.

Huntington Library Publications
1151 Oxford Road
San Marino, CA 91108

Inexpensive items for language arts instruction include pamphlets and facsimiles related to early American literature and history. Free list of publications available.

Institute of General Semantics
R. R. 1, Box 215
Lakeville, CT 06039

This organization offers a number of books and cassettes, reasonably priced, including Classroom Exercises in General Semantics, How to Develop Your Thinking Ability, and Words and What They Do to You.

International Listening Association
25 Robb Farm Road
St. Paul, MN 55110

A network of professionals interested in the skill of listening. Publishes a newsletter and journal which includes bibliographies and teaching/training methods.

International Reading Association
800 Barksdale Road
Post Office Box 8139
Newark, DE 19711

Association publishes four professional journals, a bi-monthly newspaper, bibliographies, and numerous parent brochures, of which single copies are free. The following publications, examples of their materials, furnish strategies for teachers to use and are reasonably priced: Children's Writing: An Approach for the Primary Grades; Developing Active Readers: Ideas for Parents, Teachers, and Librarians; Classroom Strategies for Secondary Reading; and Teaching Reading Skills through the Newspaper. IRA publications have a reduced price for members of the association. Parent brochures include titles such as "You Can Use Television to Stimulate Your Child's Reading Habits" and "You Can Help Your Child in Reading by Using the Newspaper".

Interstate Printers and Publishers, Inc.
Danville, IL 61832

Booklets that highlight library organization and reference sources cost less than a dollar each. Other books that cost less than three dollars each include: 200 Tips to Students on How to Study, Instant Speaking Course, and Instant Writing Course.

Junior Great Books
Great Books Foundation
40 E. Huron Street
Chicago, IL 60611

A nonprofit educational corporation that provides materials and leader training for a school reading program in grades 2-12.

Karol Media
22 Riverview Drive
Wayne, New Jersey 07470

Distributor for many films and videotapes that were sponsored by various commercial companies. Write for current list of titles.

Learning Seed Company
145 Brentwood
Palatine, IL 60657

Two critical viewing curriculum units, "Television & Values" and "Sexism in Language and Media."

Library of Congress
Copyright Office
Washington, DC 20559

Free publications about the copyright law, of special interest is How to Investigate Copyright Status of a Work and Reproduction of Copyrighted Works by Educators and Librarians.

Literacy Development and Pre-First Grade: A Joint Statement

Childhood Education, December 1986, Volume 63, Number 2, pages 110-111.

Magazine Publishers Association
Magazine Center
575 Lexington Avenue
New York, NY 10022

A free booklet, Guide to Business Careers in Magazine Publishing, and a related bibliography.

Media Center for Children
Three W. 29th Street
New York, NY 10001

This organization's purpose is to improve the quality of children's media by evaluating films and video. Publishes a quarterly magazine, Young Viewers. Reprints, ranging in cost from five to eight dollars, include: "Examining Television," "Using Folktale Films," and "Suggestions for Active Television Viewing."

Mentor-Signet Editions
1633 Broadway
New York, NY 10019

New American Library offers the following free teacher's manuals: "Teaching History Through Literature," "Giants of American Literature," "Giants of English Literature," "The Road to Science Fiction," "Librarians' Guide to Young Adult Paperbacks," "Novels of Phyllis Anderson Wood," "Novels of Stephen King," and "Mythology."

Modern Talking Picture Service, Inc.
ATTN: Film Scheduling Department
5000 Park Street, North
St. Petersburg, FL 33709

Free-loan films and videocassettes, many appropriate to language arts instruction, such as "About Information," "A Commitment to Excellence," and "Information--Handle with Care."

National Association for the
Education of Young Children
Director of Publications
1834 Connecticut Avenue, N.W.
Washington, D. C. 20009

An inexpensive brochure "Helping Children Learn About Reading" (for parents) and a book More Than the ABCs: The Early Stages of Reading and Writing which gives suggestions for classroom organization.

National Center for Audio Tapes
University of Colorado
Academic Media Services
Campus Box 455
Boulder, CO 80309

Tapes cost $4.50 each (includes shipping). NCAT Catalog has these relevant headings: Art & Literature, Language-Native American, Elementary Level Literature, Junior High Level Literature, and High School Level Literature.

Also a source for films to rent with free catalog provided. Shipping costs (UPS) paid by individuals renting the film. Subject index includes "Language and Literature" and "Study Skills."

National Council of Teachers of English
1111 Kenyon Road
Urbana, IL 61801

The world's largest membership for a subject-matter association. They publish classroom idea booklets, periodicals, and produce audiovisual programs related to language arts instruction. Catalog available without charge.

National Library Service for the Blind
and Physically Handicapped
Library of Congress
1291 Taylor Street, N.W.
Washington, D.C. 20542

In cooperation with a network of regional and subregional libraries, the National Library Service for the Blind & Physically Handicapped provides a free library service to persons who are unable to read or use standard printed material because of visual or physical disabilities. Books and magazines in recorded form (talking books) and in braille are delivered to eligible readers by postage-free mail and are returned in the same manner. Specially designed phonographs and cassette players are also loaned free to persons who borrow talking books from their library.

National Writing Project
5635 Tolman Hall
University of California
Berkeley, CA 94720

Network of professionals dedicated to improving student writing and the teaching of writing. Available books, mostly costing less than five dollars include: Building Self-Esteem Through the Writing Process, Out of the Heart, How to Design Writing Assignments for High School Courses, A Success Curriculum for Remedial Writers, Teaching Expository Writing, Writing from Given Information, The Great Grammar Myth, and many more.

New Readers Press
1320 Jamesville Avenue
Box 131
Syracuse, NY 13210

Available, inexpensive teacher resource guides: Writing Activities for Newspaper Readers and I Wish I Could Write.

New York Public Library
455 Fifth Avenue
New York, NY 10016

An annual publication, Books for the Teenage, may be purchased for $5 (plus $1 for handling per copy).

Northeastern University
Department of English
Boston, MA 02115
ATTN: James Nagel

Studies in American Fiction is a journal of articles, notes, and reviews featuring U.S. prose-fiction. Published twice a year, $4.00 per year for individuals.

Perspectives
University of Toledo
Toledo, OH 43606

The purpose of this publication is to promote the use of literature in elementary and secondary school programs. Published three times a year; $7.50 annual subscription cost. Each entry provides an annotation and suggestions for classroom use.

Read More About It/CBS
Library of Congress
Director of Communications
CBS Broadcast Group
51 W. 52nd Street
New York, N.Y. 10019

Lists of recommended books related to CBS televised specials.

Reading Reform Foundation
7054 E. Indian School Road
Scottsdale, AZ 85251

Organization that supports the teaching of phonics in reading instruction. Publishes The Reading Informer and a conference report. Information packet sent for $1.00.

The Shakespeare Newsletter
1217 Ashland Avenue
Evanston, IL 60202

Published four times annually; costs $12 for a two year subscription. Includes news items, book reviews, criticisms, digests of dissertations and other scholarly papers, bibliographies, festival and meeting notes.

Smithsonian Institution
Office of Elementary & Secondary Education
Arts & Industries Building
Room 1163
Washington, DC 20560

The following free materials are available: Art to Zoo, a quarterly newspaper for teachers that presents materials, lesson plans and a "Pull-Out Page" for students. Free subscriptions available only to schools, not to individuals; In Search of Wild Geese, a booklet which introduces techniques to use in developing critical thinking skills ; Making Sense, a booklet which suggests ways of using objects to teach writing; Museums as Storytellers, a loan kit which includes 5 lessons to develop language skills, especially for language-delayed students; and The Museum Idea, a loan kit that contains slides, an audiocassette, and a teachers' guide explaining to students what a museum is and how to set up their own classroom museum.

What's Whole in Whole Language
by Ken Goodman

First published U.S.A. 1986
Heinemann Educational Books
70 Court Street
Portsmouth, NH 03801

World Book, Inc.
Merchandise Plaza
Chicago, IL 60654

Inexpensive posters, encyclopedia article reprints, and booklets available including "Literature for Children," "The Alphabet & Alphabetical Order," "Parts of a Book & How to Use Them," "Choosing a Subject for a Report," "A Student Guide to Better Writing, Speaking, and Research Skills."

Zaner-Bloser, Inc.
Free Loan Department
Post Office Box 16764
Columbus, Ohio 43216-6764

Consultant services and/or loan of AV products to use in teacher workshops on spelling and handwriting instruction.